

# The Andover Summer Session 1970





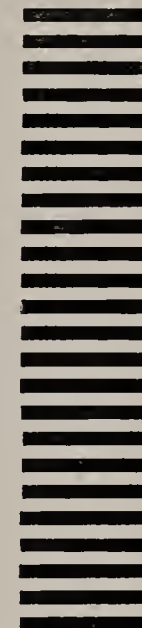
FIRST CLASS  
Permit No. 7  
Andover, Mass.

BUSINESS REPLY CARD

No postage stamp necessary if mailed in United States

Postage Will Be Paid By —

MR. JERRY FOSTER, Director of Admissions  
The Andover Summer Session  
Phillips Academy  
Andover, Massachusetts  
01810



FIRST CLASS  
Permit No. 7  
Andover, Mass.

BUSINESS REPLY CARD

No postage stamp necessary if mailed in United States

Postage Will Be Paid By —

MR. JERRY FOSTER, Director of Admissions  
The Andover Summer Session  
Phillips Academy  
Andover, Massachusetts  
01810







# The Andover Summer Session 1970

**July 1 to August 12**

<b>Ronn N. Minné</b>	Director
<b>Jerry Foster</b>	Dean and Director of Admissions
<b>Sherman F. Drake</b>	Dean of Men
<b>Amy O. Johnson</b>	Dean of Women

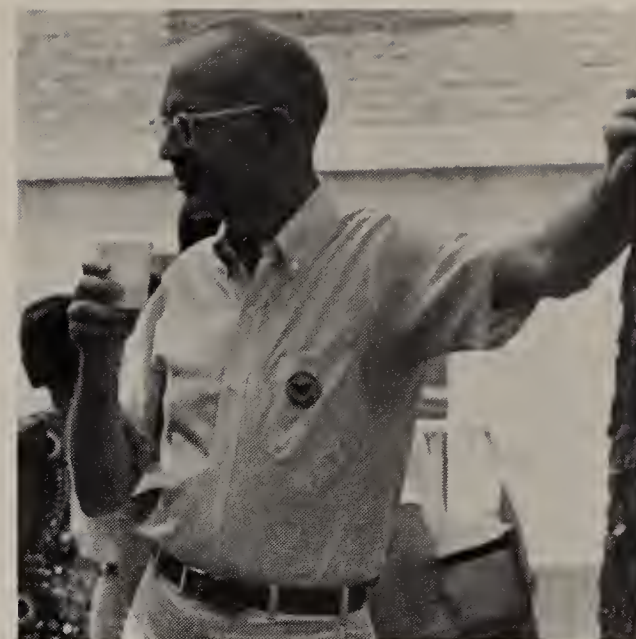
**Phillips Academy, Andover, Mass. 01810**  
**Telephone 617 475-3406**

**Andover** Phillips Academy, often called Andover, is a college preparatory boarding school for boys. Now in its 192nd year, the Academy has an enrollment of nearly nine hundred students and a strong faculty of over one hundred. Its students come from all parts of the country and from abroad. Large scholarship funds enable the Academy to admit to the Winter Session the best qualified candidates, regardless of their ability to pay. Phillips Academy has a long tradition of national service and devotion to democratic ideals. It seeks to develop in its students sound scholarship, manly character, and self-reliance. Most students do Advanced Placement work in one or more courses.

The buildings, grounds, and facilities of the Academy are unusually fine for a secondary school and indeed unrivalled by most colleges. Particularly outstanding are the 80,000 volume library, the Addison Gallery of American Art, the Arts Center, the Archaeology Museum, the 450-acre landscaped campus, the Wildlife Sanctuary, the complete indoor and outdoor athletic facilities, and superb art, music, drama, science, language, and academic buildings.

The Town of Andover, Massachusetts, incorporated in 1646, is an attractive elm-shaded community twenty-five miles north of Boston and about the same distance west from Salem, Gloucester, and the sea. Both the town and the Academy are rich in history. Judge Samuel Phillips, the Academy's founder, and Eliphalet Pearson, its first master, worked together manufacturing gunpowder for the Revolutionary forces before they turned to the building of a school. George Washington, a close friend of Samuel Phillips and a frequent visitor in Andover, sent his nephews to the Academy. In 1789, when President of the United States, he held a reception on horseback for the students and townspeople on the Old Training Field. Paul Revere designed the school seal; John Hancock was the signer of its charter. As a seminarian at Andover, Samuel Smith wrote the words of *My Country 'Tis of Thee* in one of the Academy buildings, now called America House. Harriet Beecher Stowe lived and worked for many years on Andover Hill and is buried in the Academy cemetery.





### **The Andover Summer Session**

The coeducational Summer Session makes use of all the facilities of Phillips Academy. Its purpose is to provide for able boys and girls of high school age a summer experience that will deepen and extend their intellectual, aesthetic, and moral interests. Courses in all subjects and at all levels demand hard work, harder work than most students have ever before experienced. Many courses offer subjects or approaches rarely found in the conventional secondary school curriculum; all courses proceed rapidly and probe deeply, because the students are able and highly motivated. The advanced courses are conducted at the Advanced Placement level or higher. A number of courses include opportunities to pursue personal interests. Independent study courses in certain fields are available for mature students. Yet, in spite of the demands made upon the student, the Summer Session offers no credit for any course, and little or no emphasis is placed on grades. The student therefore has the unusual, perhaps unique, opportunity to work for the sake of learning, free from the pressures of grades, credits, and rank in class.

The faculty and staff is a highly able and diverse group of men and women that numbered 145 in 1969. Many of the teachers come from the Phillips Academy faculty, the rest from other schools, public and private, and from colleges.





One of the most pleasant and profitable experiences of the Summer Session is living and working with other students, who represent an extraordinary diversity of geography, religion, race, and economic level. In 1969, the 287 boys and 272 girls came from 43 states and 11 foreign countries; 137 of them were on scholarship. Summer Session thinks of itself as a national summer high school, open to all who can profit from it. No student should hesitate to apply merely because of inability to pay, but early application is particularly important for students requiring scholarship aid.

The Summer Session accepts for admission boys and girls who have done well academically and who have completed the 9th, 10th, 11th or 12th grades, (detailed admissions information, pages 8-9). Many Summer Session courses are of special value to the student who will attend college in the fall.





The student chooses a major course that will enable him to explore in depth a field in which he has already demonstrated competence or to begin work in a new field. The courses are designed for the able, and they are intensive and fast moving. Many allow or require independent work.

The student who seeks to strengthen an area of weakness should seek some other program able to serve that need.

The student seeking academic credit for summer study should realize that the Summer Session offers no credit and few of its courses cover the material in standard curricula. Occasionally, a student arranges for his own school or college to give him credit for Summer Session work. At the student's request, the Summer Session will gladly forward a copy of his teachers' final comments, which form his official Summer Session record. The Summer Session reserves the right to withdraw any course that fails to attract a sufficiently large enrollment.

### **Course Load**

The normal Summer Session program is 18 hours of class meetings a week. No student may take less than 18 hours or more than 24. Typically the 18 hours is made up of a major course meeting 12 hours a week and a required English composition course meeting 6 hours a week. Certain major courses, indicated by an asterisk in the Description of Courses (pp. 16-48), require so much writing that the students enrolled in them do not take a separate English composition course.

Since, in general, one hour of preparation is assumed for each hour of class meeting, most students, even able ones, find their hands full with the 18 hour program. The student who is eager to undertake additional work may do so in several ways: if the load proves too demanding, he may ask or be required to drop all work beyond the normal 18 hour program.

A student may add to a normal 18 hour program in one of four ways. He may elect a minor course which requires an hour or two each day throughout the Session. He may apply for an independent study program or for individual language study: both are individually scheduled and considered equivalent to a minor course. He may take one of the seminars that meets for one hour a day for two weeks. A student may also apply for one of the 24 hour courses (Play Production or the Art of the Film) but he should expect little free time.

#### **Major Courses**

The student should select his major course with great care, noting any prerequisites. Mr. Foster, the Director of Admissions, is happy to advise applicants. The applicant should list, in order of preference, the alternate major courses (if any) that he is prepared to take if the first-choice course is already full or has been withdrawn.

#### **English Composition**

English composition is required, because the Summer Session believes it is the essential discipline, basic to all others. A student below standard in composition should have intensive training in it to do himself justice in other fields; the student already competent in composition should have the opportunity to perfect his skill.

The teaching of composition in Summer Session rests on the belief that the student learns best from constant practice in writing and from careful criticism of his work. Teachers meet their students in individual conference, in small groups or as a class, according to the needs of the students and the current work of the course. Composition courses concentrate primarily, though not entirely, on expository writing. Careful attention is given to the organization of the sentence, the paragraph, and the essay; work in vocabulary, spelling, punctuation, and grammar is assigned as necessary.

#### **Minor Courses**

To the student who can meet the demands of a 24 hour program, the optional minor courses offer a splendid opportunity to explore new fields or to continue an interest already developed. It should be remembered that optional minor courses usually assume, as do the major courses, an hour of preparation for each class meeting. The student



may be required to drop the optional minor course if he is unable to keep fully abreast of the work in all courses.

### **Independent Study**

A student who wishes to do independent work in art, music, history, the classics, mathematics, English, science, foreign literature, or the writing of poems or short stories may apply by submitting a written statement defining a topic of proposed study and his background and qualifications in the field. If approved by the Director of Admissions, the student is assigned a supervisor. The program of independent study is considered the equivalent of a minor course (6 hours).

### **Individual Language Study**

The language consultant arranges each student's program individually, meeting with him several times a week and directing him to the texts, tapes, and audio-visual materials best suited to his needs and to the amount of time the student can give to his language study. Such individual planning makes it possible for the student to make highly efficient use of his time. Small classes may be arranged if several students have the same needs.

The program is open to those who wish to extend their knowledge of French, Spanish, German, Russian, Latin, or Greek.

### **Seminars**

In addition to the major and minor courses, teachers offer small seminars. They are informal and voluntary groups which meet for a two week period in order to investigate and discuss topics of mutual interest. In order to focus on those issues and topics of keenest interest to the student and faculty participants, topics are announced and students sign up after the Summer Session begins. They emphasize discussion but may also require reading and individual reports.

Seminars in the past have focused on topics in literature, current affairs, and philosophy (for example, **Herman Hesse**, **Visual Perception**, **Nigerian/Biafran War**), or provided an introduction to specialized fields in mathematics or science.

**Admission** The admission application forms may be obtained from the office of the Summer Session. An application consists of an autobiographical statement, the school report, confidential recommendations from three teachers, and a \$5.00 application fee. A candidate desiring a personal interview should make an appointment in advance with the Director of Admissions, Mr. Foster.

The Summer Session seeks to admit those students, whatever their ability to pay, who can best profit from and contribute to its program. Often, the candidate is the best judge of his fitness for the Summer Session. If he is attracted by the opportunity to spend six weeks in challenging, disciplined study, if he is willing to work hard, place his studies first, and accept the restrictions of living in a residential school, he should apply. If not, he is likely to have an unhappy experience. Parents are urged not to allow their child to apply if he is seriously reluctant to commit himself, during his vacation, to demanding studies and the rules of boarding school life.

The Admissions Committee ordinarily considers students who have completed the 9th, 10th, 11th, or 12th grades, although an applicant who has finished only the 8th grade may be admitted if he is academically qualified and socially mature.

The Admissions Committee looks for evidence that the applicant has the intellectual ability, the industry, and the character to make the most of the Summer Session opportunity. The Committee expects the applicant to have at least an A-B high school record, but it may make an exception for a candidate who shows unusual and promising interest in a particular course. The most important qualification is the serious desire to spend the summer in challenging, disciplined study.

The Committee further considers the applicant's capacity to contribute personally and intellectually to the life of the Summer Session. Since it is not possible to admit all students who qualify, and because the diversity of the student body adds greatly to the Summer Session, the Committee gives preference to those qualified students whose interests,



achievements, geographical location, experience or background most enrich that diversity. The Committee also values unusual competence in any field. Preference is also given to the older student since he may not be able to apply later.

Since the capacity of the Summer Session is limited, early application is highly desirable to avoid disappointment.

Many full and partial scholarships are awarded, according to need, to well-qualified applicants. No student should hesitate to apply merely because of inability to pay, but scholarship candidates should **apply as early as possible and before March 1.**

### **Scholarships and Travel Grants**

To avoid delay, those who require aid should request scholarship application materials when they first write to the Summer Session. The Summer Session supplies information that helps a family estimate its eligibility for aid, and it requires the family to complete a confidential statement of its financial situation. The student and his family are responsible for travel expenses up to \$25. Travel grants assist scholarship students with additional costs of bus or youth stand-by air travel.

### **Expenses**

The \$800 charge for boarding students includes tuition, board, and room. The day student charge of \$550 covers tuition, all meals, and a dormitory desk. Within two weeks of acceptance, the student pays a non-refundable \$50 deposit, credited towards the tuition charge. The balance is due by July 20.

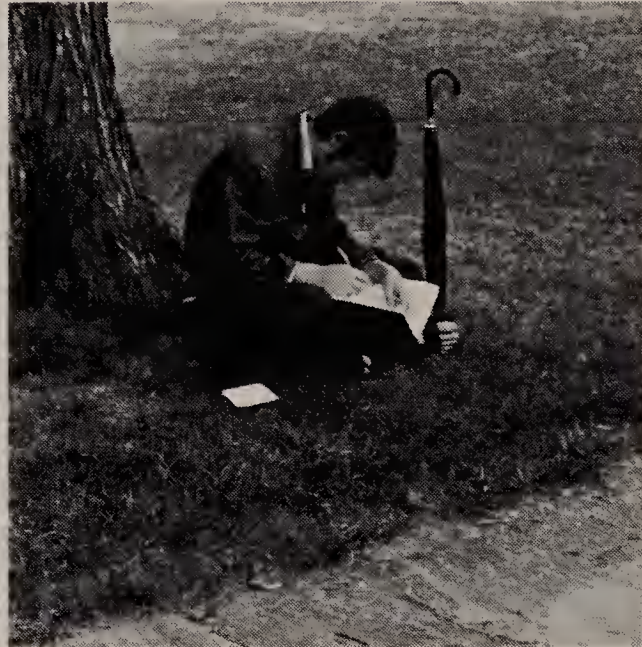
All checks should be made payable to the Trustees of Phillips Academy. No rebate for the half session in which he leaves will be made to a student who, for any reason, is dismissed or withdraws.

All students are expected to live simply. Expenditures for books, trips, personal laundry, medical insurance and examination, and incidentals run from \$50 to \$125. Some books can be rented from the Loan Library. Students are encouraged to set up drawing accounts in the Treasurer's Office.



## General Information

10



### **Individual Responsibility and Discipline**

The Summer Session assumes that each student has come for a serious purpose and that he will thus meet all school appointments and observe study hours. Each student is expected to conduct himself honorably and with decorum in all his affairs, and to take responsibility for his own actions whether or not they are covered by the rules. All students are expected to follow certain procedures for signing in and out of the dormitory and for leaving the campus. Students may not smoke, gamble, possess or use alcohol or drugs, or drive or ride in a private car without permission.

Any student who shows himself unwilling to conform to the rules or the spirit of the Summer Session, who neglects his work, or who is believed to jeopardize the welfare of others will be dismissed.

### **Study Hours**

The morning hours (except for the school meeting period) and the evening hours from 8:00 until bedtime are study hours. During these hours the student should be in class or engaged in quiet study, reading, writing, or thinking. After 8:00 p.m., he is to be in his dormitory, the library, studio, or language laboratory, which are supervised to ensure quiet.



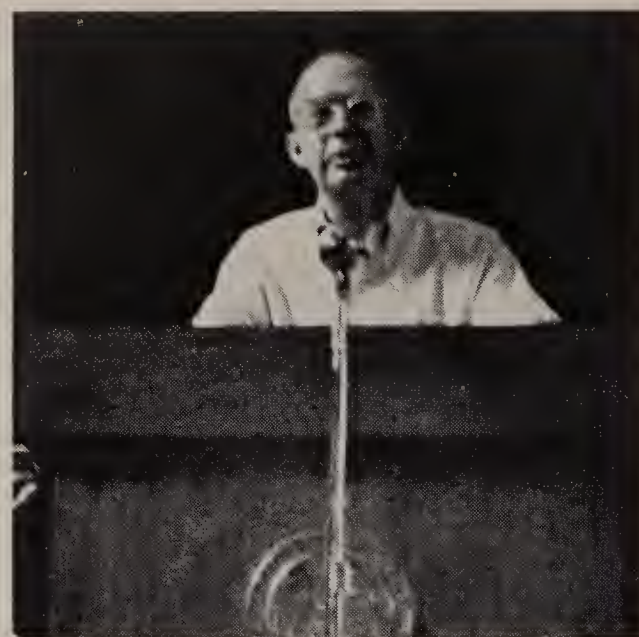
**The Calendar**    Wednesday, July 1

Registration, 9:30-3:00  
Lunch, 12:30-1:00  
Meeting for students and parents,  
4:00  
Tea for students, parents and  
faculty 4:30-5:30  
Classes begin  
Departure. Students leave on  
Wednesday after 12:00 noon. The  
school sends buses to the Boston  
airport, bus terminal and railroad  
station.

Thursday, July 2  
Wednesday, August 12

**The Daily Schedule**

7:15-8:15	Breakfast
8:00/8:30-10:30	Major courses
10:30-11:15	School Meeting and informal discussion
11:15-12:00	Composition Period I
12:05-12:50	Composition Period II
12:20-1:15	Lunch
1:30-2:30	Minor course period
2:45-4:30	Afternoon activities: athletics, drama workshop, music, choir
4:30-5:30	Seminar period or recreational athletics
6:00	Dinner
8:00	Study hours
10:30	Lights out for younger students
11:30	Lights out for older students



### **School Meetings**

Every morning the School Meeting period provides an opportunity for the school to meet together, sometimes to gather formally for a speaker, concert, or school business, sometimes to talk informally over coffee, milk, and cookies.

### **Activities**

Opportunities in addition to the academic program include speakers from various fields, the weekly Contemporary Affairs Forum, film classics, and innumerable activities that vary from year to year according to the initiative and interests of the students. In the past, students have published a newspaper and a literary magazine, presented concerts and plays, organized seminars, raised money for scholarships, volunteered in hospitals or in an education program for migrant workers, and hosted students from an Upward Bound program. All of these activities are offered at no charge to members of the Summer Session. In addition, the school arranges day trips to theaters, museums, colleges, beaches, and ball games, at the student's expense.

### **Dormitory Life**

For many students, living closely with other young people of widely different backgrounds is one of the most rewarding experiences of the Andover summer. A faculty member, known as the housemaster or housemistress, takes direct responsibility for the fifteen to twenty students in his or her unit. He knows the background and the standing of each of his students, acts as his counselor, and writes a report of the student's progress at the end of the summer. Parents should feel free to write the student's housemaster or housemistress and to report any facts that may affect the student's work or behavior. Dormitory rooms are equipped with furniture and bed linen. Students furnish their own towels, blanket, desk lamp, and fan.





Four afternoons a week each student is required to take part in one of the afternoon activities: athletics, music or vocal groups, art workshop, or dramatic workshop. Initial assignment is made upon application and continues for the first three weeks. There is an opportunity to change activities for the last three weeks.

### **Athletics**

The Summer Session has a strong instructional and recreational athletic program. Such sports as tennis, swimming, archery, soccer, karate, softball, volleyball, badminton, weight training, ballet, and modern dance are offered. The numerous Academy playing fields and tennis courts, the gymnasium, and the six-lane swimming pool with separate diving pool provide excellent facilities for both scheduled and informal sports.

### **Music**

The active and varied music program is one of the special pleasures of the Summer Session. The afternoon activities period makes it possible for students to participate in musical activities whether or not they have chosen a formal course in music. Numerous offerings in concert band, orchestra, instrumentation, and ensembles of varying sizes are complemented by the choral program including choir, chorus, madrigal singers, and a folk-singing group. Students are urged to bring their musical instruments.

### **Dramatic Workshop**

Small sections work on one-act dramas, plays for voices, role playing techniques, mime, improvization, and other projects. Designed for the beginner and the experienced alike, the workshops often present one-act plays at the conclusion of the three week period.

### **Art Workshop**

Utilizing the art facilities in the Arts and Communication Center, a small number of interested students work in painting, graphics, print-making, sculpture, and other art forms under the careful guidance of an instructor. Students provide their own materials.



### **Weekend Excuses**

With written permission from his parents and from the school, a student may (except on the first weekend) be away from school on Saturday afternoon or on Sunday, or he may make an overnight weekend visit to his own home or to a friend's. Overnight excuses expire at 8:00 p.m. Sunday, day excuses at 8:00 p.m. of the day of the excuse.

### **Dress**

Dress is informal, but students are expected to be well groomed and to use good taste in their choice of clothing. Boys and girls usually wear bermuda shorts to class. Students are asked not to wear short shorts or go barefoot. For some occasions girls wear dresses and boys need coats and ties.

### **Health Supervision and Medical Expenses**

The Isham Infirmary-Hospital, the Academy's medical facility, is open throughout the Summer Session.

All minor illnesses and injuries are treated at the Isham Infirmary-Hospital by the hospital staff. Two inpatient days of hospital care for each illness or accident are allowed without charge, including, if required, routine laboratory tests. Patients with minor injuries or illnesses permitting discharge within 48 hours are not charged. Otherwise, daily charges will be made for all illnesses or injuries requiring hospitalization for longer than 48 hours. Parents are responsible for the cost of outpatient surgery, medical consultations, some medications, dental care, x-rays, special laboratory tests, orthopedic appliances and hospitalization.

A charge will be made for the treatment of all surgical cases at the Isham Infirmary-Hospital, and, if hospitalization is required, a charge will be made commencing with the first day. A charge will be made, commencing with the first day, for students returned to the Isham





Infirmery-Hospital for post-operative care or convalescence after surgical or medical treatment at an outside hospital. A family medical insurance policy will meet most Isham Hospital inpatient charges.

A low cost voluntary medical insurance plan for expenses incurred OUTSIDE Isham Infirmery-Hospital is offered to all students. Details will be sent after admissions. Students accepted in the Summer Session are required to have a thorough physical examination at home before coming to Andover and to submit before June 15 medical forms furnished by the Summer Session and completed by their own physician.

**Religion** Roman Catholic and Protestant churches of many denominations, located near the school, welcome students of the Summer Session for Sunday worship. Jewish students and teachers conduct services on Friday evenings. An experienced clergyman serves as the school chaplain and religious counselor. All students are welcome at the informal, student-faculty seminars on moral values.

**The Work Program** Each student makes his own bed and keeps his room in order. He also has a work assignment, taking a turn at work in the dining hall or some other task.

**Teaching Assistants** The Teaching Assistants Program brings to Andover each summer some twenty exceptionally able young men and women who are college Juniors or Seniors. As junior members of the faculty, they contribute to all areas of Summer Session life, assisting senior teachers in their courses and working with students in class, athletics, activities, and dormitories.

**Visiting Teachers** The Director is happy to make arrangements for any teacher who wishes to observe Summer Session classes.

## Description of Courses

Kindly read with care the summer session curriculum (pp. 5-7) for information about the number and kinds of courses permitted and required. No course will be given unless it has sufficient enrollment. Applicants must therefore list on the application blank alternate choices. Major courses marked with an asterisk (\*) meet the composition requirement.





**Anthropology**    The Biological and Cultural Evolution of Man—Open to students who  
12 Hours    have completed the 10th, 11th, or 12th grade, the course is designed to orient the student to living in and with the 20th century through an analysis of Man's evolution as a culture-making primate over the past two million years. Students develop a conceptual framework that synthesizes the contributions of the different disciplines and provides a way of organizing future learning. The course examines the relationships between tool systems, social organization, art forms, belief systems and conceptual thought, and peace-war organization—from stone age to computer oriented societies. The course considers the problems of the origin of life on planet Earth, the evolution of species, the evolution of primates, race, the origins and evolution of civilization, cultural variations, culture change, and cultural universals. In addition, after an introduction to the general principles of archaeology, the class studies in more detail the significance of discoveries in Mesopotamia, pre-historic Crete and ancient Peru. Readings are in ecology, ethnology, ethnography and archaeology. Slides, films and recordings are used throughout the course.

**The Art and Philosophy of Communication\***    For unusually able students who have completed the 11th or 12th grade,  
18 Hours    by permission of the instructor, who reviews all applications for the course. Conducted at the college freshman level, the course is designed for students interested in exploring implications of the kinds of statements quoted below. Using some of the techniques of social anthropology, semantics, philosophy, psychology, fiction, and poetry, the teacher and students together seek answers to such questions as What is the nature of man, of his language, and of his societies? What is, or should be, the relation of the individual to society, to nature, to super-nature? And, semantically, What are the complex ways in which words operate together to communicate logical, emotional, and aesthetic meanings? The course requires considerable writing.

*Civilization is a race between education and catastrophe. (H. G. Wells)*  
*Human fitness to survive means the ability to talk and write and listen and read in ways that increase the chances of you and fellow*



## Interdisciplinary



*members of your species to survive together. (Hayakawa) Man's achievements rest upon the use of symbols. (Korzybski) Let us go down and there confound their language, that they may not understand one another's speech. (Genesis: Tower of Babel) Without the easy and accurate transmission of ideas which language makes possible, culture as we know it could never have come into being. Language has been produced by one of the mammalian species, but it, in turn, has made that species human. (Ralph Linton) Numberless are the world's wonders/ But none more wonderful than man. (Sophocles) What is man that thou art mindful of him? (Psalms) Man is the rational animal. (Aristotle) Man may be a rational being, but he is certainly not a utilitarian one. (Linton) An unexamined life is not worth living. (Socrates) Poetry is language at its highest level of energy, organization, and precision. (McCarthy)*

Texts: Hayakawa, *Language in Thought and Action*; Linton, *The Study of Man*; Plato, *Apology, Crito, Myth of the Cave*; chapters from Langer, *Philosophy in a New Key*; Brooks & Warren, *Understanding Fiction*; Fitzgerald, *The Great Gatsby*; Hemingway, *A Farewell to Arms*; McCarthy, *How to Read Poetry*; a group of Shakespeare's sonnets; some metaphysical and modern poets; Drew, *Discovering Drama*; Wilder, *The Skin of Our Teeth*; Shaw, *Androcles and the Lion*; Sophocles' Oedipus trilogy; and (most intensively) Shakespeare's *King Lear*.

**Modern War and Revolution\***  
18 Hours

Man's quest for peace and social justice has grown more desperate in the 20th century, even as his wars have intensified and his exploitative urge has broadened the gap between the haves and the have-nots. In hopes of producing a three-dimensional picture of modern political man, the course combines the study of literature with the study of history so that each illuminates the other, the subjective poet or novelist adding new depth to the work of the objective historian. Applicants can help the class to represent diverse points of view if they describe, in their application autobiographies, their own political interests or activities.



**The Literary Mirror of American  
History: Case Studies 1905-1930**  
12 Hours

Emphasizing the complex interplay between war and social upheaval, the course begins with an inquiry into the origins of World War I, turns to the Russian Revolution and the subsequent growth of communist and fascist totalitarianisms, and seeks to appraise the claims of both sides in the current East-West conflict of ideologies. Gandhi's non-violent methods in South Africa and India are studied and contrasted with the techniques of orthodox Marxism. Themes traced throughout the course are the struggle between nationalism and internationalism; the problems of morality in international relations; the modern state's techniques of coercing and deluding its citizens; and the conflict between civil and military power.

Representative texts: Hemingway, *A Farewell to Arms*; Pasternak, *Doctor Zhivago*; Koestler, *Darkness at Noon*; Patton, *Cry, the Beloved Country*; Carrie, *The Meaning of the First World War*; Moorehead, *The Russian Revolution*; Thornton, *Nazism*; Fischer, *Gandhi*.

A course designed for the student who is interested in literature and history. Through readings more intense than the average literature selections and more in-depth than the average history selections, the students study the relationship between novelists and history. In relation to every historical case taken up, a novelist is studied to determine what special insights, if any, he has into the historical problems. As well as novelists, sociologists, clergymen, political activists, critics, and others are studied for the purposes of contrast with the novelist. For example, Dreiser's *Sister Carrie* is studied in relation to the rise of urban America, Sinclair's *The Jungle* in relation to the so-called robber barons, Dubois' *Souls of Black Folk* in relation to the Jim Crow period, and Toomer's *Cane* together with Anderson's *Winesburg, Ohio* concerning the tensions in small towns. Each student is expected to do a series of short reports and a special project for the summer.



### **Physics and the Computer**

12 Hours

Increasingly, the application of computer technology to scientific investigations is becoming routine. Focusing primarily on the computer's application to physics, this course begins with an intense introduction to computer language and then stresses algorithmic problem solving and simulation techniques utilizing the Dartmouth time-shared GE-635 computer system. Students utilize the computer to solve physics problems which deal with topics such as relativistic mechanics, kinetic molecular models, and "brute force" calculus. The course is designed for able students who have completed at least one year of science and have a strong background in mathematics.

### **Poverty and Abundance**

12 Hours

Consider an imaginary trip down Fifth Avenue in New York City, starting at 150th Street. From this imaginary experience a variety of questions involving poverty and abundance in the sixties and seventies emerge, including: Why are some people rich—some poor? What are the real differences between being rich and being poor? Can the poor, urban or rural, realize the American Dream or even hope to become part of the middle class? To what degree does racial discrimination explain the differences between rich and poor? What are other barriers to economic equality? Or is it simply the "natural" way to have rich and poor? Can this situation be changed? Should it be changed? How?

To answer these questions students study the origin and distribution of wealth and economic power. How do imbalances develop that result in affluence and poverty? Solutions to the problem of income distribution are considered from both the viewpoint of history and economics.

A variety of films are shown during the course, and students are expected to undertake an individual project. Some of the books to be used in the course would include: Galbraith, *The Affluent Society*; Clark, *Dark Ghetto*; Harrington, *The Other America*; Potter, *People of Plenty*; Quinn and Dolan, *A Sense of the Sixties*.





**Origins of Western Civilization**  
12 Hours



Practice in Intelligent Controversy—What are the chief sources of the traditions of the Western World for which we are fighting a Cold War? Which are important and which of lesser significance in our Space Age? On the home front the New Left proclaims: “The Old Values must go!” What Old Values? And what new ones shall we have in their place?

Through an open-forum search for answers to these and similar questions, students teach and learn from each other. The teacher’s role is to present at each meeting a number of statements deliberately designed to provoke conflict of informed opinions. A student’s contribution is assessed by the weight of the facts he presents in support of a position and by the skill with which he marshals them. Everyone enters the discussion. Only the innocent bystander will not be tolerated.

Required reading to serve as background for discussion is in popular archaeology, epic literature and the drama, ranging from Homer’s *Odyssey* to Leon Uris’ *Exodus*, and from Euripides’ *Orestes* to O’Neill’s *Mourning Becomes Electra*. Readings are supplemented by illustrated lectures.

**Education in America: 1970**  
12 Hours

An opportunity for the student to form his own ideas on education, and to read and discuss some of the books that describe our schools or propose new ones. Discussion draws upon the schooling experience of the members of the class, centering on those topics they find most interesting. How do we learn? What do our schools really teach? Does the school help or destroy the student’s ability to think? What possible

## Interdisciplinary



solutions are there to the crisis in city schools? Readings include such books as *How Children Fail*, Holt; *Growing Up Absurd, Compulsory Mis-Education*, Goodman; *The Vanishing Adolescent*, Friedenberg; *Summerhill*, Neill; *Death at an Early Age*, Kozol; *Our Children are Dying*, Hentoff; *Village School Downtown*, Schrag.

**Satire**  
12 Hours

The satiric spirit dominates much of modern literature and visual art. In this course the student studies the origins of satire (Horace and Juvenal); the broadening of the genre from a narrow literary form into a spirit that reached a climax in the Eighteenth Century writings of Pope, Swift, and Fielding; and the revived popularity of satire in the Twentieth Century. The visual arts are studied in conjunction with literature, from Hieronymus Bosch and William Hogarth to the Marx Brothers and Saul Steinberg.

Though the outline of the course is chronological, the emphasis is on close analysis of the satiric techniques: irony, the mask, exaggeration, understatement, semantics, the distinction (or confusion) between manners and morals. The writing assignments will include creative satirical writing as well as conventional explication.





**Studio Art**  
12 Hours

A course for students who regard themselves as serious beginners and who wish to devote a summer to learning the rudiments of line, color, and other elements of design and then applying them to specific media. After an introductory period, students may choose to concentrate on specific media in two-dimensional or three-dimensional work. Free expression and creative vision are the prime objectives of the course, although technical instruction includes specifics such as etching, painting on stretched canvas, and drawing from a live model. Preparation requires evening work in the studio and, occasionally, films, reading, and museum trips.

**Intense Sculpture Workshop**  
18 Hours

Are you really interested in sculpture? This course is designed for 11th and 12th graders, who, having had some art background, would like to concentrate intensively in this one area for the summer.

In a superbly equipped studio and under the guidance of a sculptor, five hours daily are spent involved in the process of sculpture making. Virtually any material available to the sculptor today is possible to work in, and all the modern methods as well as traditional methods of working are employed. Some reading, field trips to museums, as well as drawing and scavenging for supplies, will also take up some of the afternoons.



## Film



### **The Art of the Film\*** 24 Hours

Open to those who have completed at least the 10th grade. A basic course in the art of the film and film-making, studying the emergence of the film as an art form in the twentieth century. The course examines theory and technique by viewing, discussing, and writing critiques of the work of directors who have made a significant impact on film form, such as Griffith, Eisenstein, Flaherty, Renoir, Hitchcock, Wilder, Bergman, Kurosawa, and Fellini. Discussion and written assignments focus on style as well as content in the film.

The course is taught by two instructors, one of Art and one of English. Each student produces at least two films. He prepares scripts, and plans, shoots, and edits his material. At the end of the Summer Session the class stages a film festival of its work. There is no prerequisite except enthusiasm. The course not only teaches theory and technique of film-making but also provides an outlet for the student who wishes to create something of his own.

The Academy supplies cameras, projectors, and editors. 8 mm. film and sound tapes cost about \$30 in addition to textbook expenses. A student who could not otherwise take the course may request a grant toward film expenses.

Among the texts are *The Cinema as Art*, *The Liveliest Art*, *Theory of Film*, *Cinema Eye*, *Cinema Ear*, and *Film Form*. Films may include *Birth of the Nation*, *Man of Aran*, *The Cabinet of Dr. Caligari*, *The Gold Rush*, *Potemkin*, *Citizen Kane*, *La Grande Illusion*, *Casablanca*, *Lavender Hill Mob*, *On the Waterfront*, *Some Like It Hot*, *The Seventh Seal*, *The Defiant Ones*, *Rashomon*, and *Black Orpheus*.





**Play Production**  
24 Hours



The Andover Summer Players are a group of fifteen to twenty students who spend the entire session producing plays—major productions on the school's modern mainstage, and one-act plays in the school's experimental Drama Lab. During the course of the summer, all of the Players gain experience in all areas of production: acting, lighting, carpentry, painting, stage managing, costumes, publicity, and other unpredictable jobs that arise from time to time. The success of the group depends upon the flexibility of people involved and therefore we hope to attract students less interested in theory than in the practical business of the theatre.

Recent productions have included *The Man Who Came to Dinner*, *Under Milk Wood*, *The Fantasticks*, *East Lynne*, *Dark of the Moon*, *The Leader*, *Antigone*, *Chamber Music*, and *The Elephant Calf*.



**20th Century Literature**  
12 Hours

Designed primarily for students who have completed the 10th, 11th, or 12th grade, the course consists of extensive reading and study of the poetry, plays, short stories, and novels of the 20th century, by such writers as Pound, Eliot, Frost, Yeats, Sartre, Genêt, Ionesco, Albee, Faulkner, Camus, Joyce, Orwell, Conrad and Woolf. It also includes readings in the social, historic, and philosophical background of contemporary writing.

**The Novel**  
12 Hours

The twofold purpose of this advanced course is to expose the student to a variety of forms of the novel, and then to study in depth one of the most difficult forms—the psychological novel. From the loose-jointed satire of Fielding's *Joseph Andrews* to the carefully structured *Portrait of a Lady* by Henry James, the student moves to Sterne's *Tristram Shandy*, Proust's *Swann's Way*, Virginia Woolf's *To the Lighthouse*, and works by Faulkner, Joyce, Kafka. The student writing is chiefly analysis and criticism.

**Developmental Reading**  
12 Hours

Developmental Reading is a practical course in the technique of reading and studying. Not a remedial course, it is designed to increase the able student's reading skill and enjoyment. The core of the program is the discussion, in class and in individual conferences, of the student's reading (a minimum of two books a week chosen by the student in consultation with the teacher). The course thus requires an interest in the mature use of facts and ideas. Some time is spent using machines, films, and workbooks that help the student increase his reading speed and vary his reading technique according to the material.

**Black Literature**  
12 Hours

While concentrating on the work of contemporary black writers, the course also considers such diverse material as the West African folk tradition and the Br'er Rabbit stories, *Uncle Tom's Cabin*, writings of W. E. B. Du Bois, and Eldridge Cleaver's *Soul on Ice*. Other readings include novels, short stories, poems, plays and autobiographies by such writers as James Baldwin, LeRoi Jones, Ralph Ellison, Richard Wright, Langston Hughes, Booker T. Washington, and Malcolm X. The course examines the relationship between our society, its literature, and the stereotypes of the black man and the white. Each student has the opportunity to read further in the work of a writer of his choice, or to do background reading in history, sociology, or psychology.



**Contemporary Literature**  
12 Hours

Arbitrarily, contemporary literature is that body of literature produced since the Second World War. The core of the course therefore, is an examination in detail of the work of ten contemporary novelists: Kurt Vonnegut, J. P. Donleavy, Thomas Pynchon, John Updike, John Cheever, Flannery O'Connor, Graham Greene, Peter Beagle, John Barth, and William Gass. Necessarily, however, other forms of creative expression must be considered and students read the major phases of the new poetry and the new essay as well. Finally, in an attempt to define what Nat Hentoff has called the "anomie" of the sixties, students seek to isolate in the films and music of the decade the peculiar moods of violence and alienation which have produced their art.

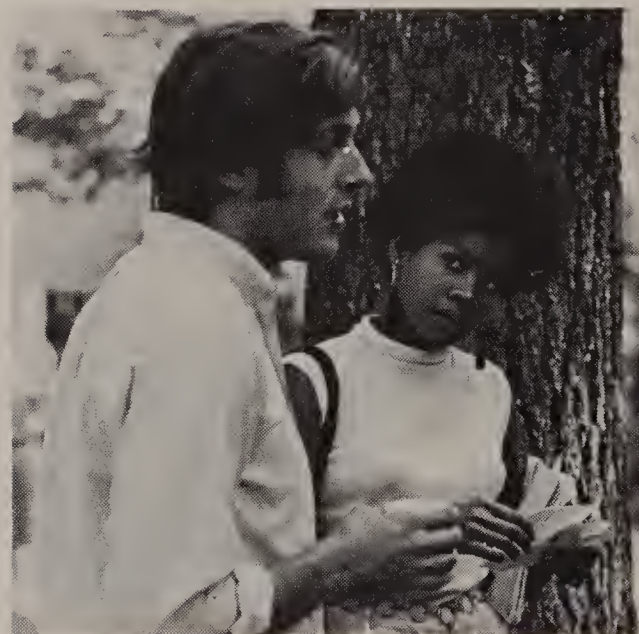
**Reading in Literature**  
12 Hours

Designed primarily for the student with a strong interest in literature, this course increases the student's acquaintance with great works of literature and his knowledge of the chief literary forms. It develops his reading comprehension and analytical skills through close reading and explication of the text. The students read novels, short stories, plays, poems, and essays.

Readings are chosen from such authors as, in the novel, Austin, Dickens, Cather, Hemingway; in the short story, Chekhov, Hawthorne, Porter, Mansfield, Faulkner, Hemingway; in the drama, Shakespeare, Sheridan, Shaw, Albee; in poetry, Shakespeare, Milton, Keats, Shelley, Wordsworth, Frost, Cummings; in the essay, Bacon, Lamb, Thoreau, Thurber.



## English



28

**Creative Writing Workshop\***  
18 Hours

A course aimed at developing a student's ability to write poetry and narrative-descriptive prose (the short story and allied forms). Although the exact direction of the course depends to some extent on the inclinations of those enrolled, students read widely in modern and contemporary literature; engage in the most active sort of group criticism; participate in some rather unusual perception-awareness exercises; and experiment with both traditional and avant-garde forms of writing.

**Modern European Literature**  
12 Hours

This course, designed for students who have completed the 10th, 11th, or 12th grade, deals with such major themes of modern European literature as the anti-hero, the outsider, the complexity of modern life, and aestheticism. Readings in such authors as Hesse, Camus, Beckett, Sartre, Proust, Cocteau, Grass, Ionesco, Brecht, Solzhenitsyn, and Pirandello are supplemented by a series of films. Though no knowledge of any foreign language is required for the course, students are encouraged to read in the original language whenever possible.

**Writing and Speaking\***  
18 Hours

A course which concerns itself with effective communication. Primarily designed to sharpen the student's expository writing and speaking skills by means of steady practice, this course considers the relationship of the spoken word to the written word and provides careful criticism by the teachers. The particular emphasis of the course is determined by the needs of the students, but relevant study of grammar, syntax, and usage constitutes a part of the curriculum.

**Key Themes of United States  
History**  
12 Hours

The course explores four themes central to the development of the United States since colonial days: Mobility; Constitutional Government and the American People; Liberty, Equality, and American Democracy; and Reform, the Process of Change in America. The class reads and discusses such primary sources as eye witness accounts and official documents, trying to understand what happened and why. After thus gaining an appreciation of the kinds of evidence available and of the processes of historical interpretation and generalization, the students consider and evaluate the judgments of the historians.

**The Emergence of  
Communist China**  
12 Hours

The course focuses on the change and development of China as it has moved into the role of the second most powerful Communist nation in the world. Viewed in parallel is the path of development of Japan, which has led it to become a major power twice within the last sixty years. How can the development of these two Asian societies be so different? What factors have dictated such divergent courses of development? To find answers to such questions, students cover such topics as: The East Asian Setting, Thought and Religion of China and Japan, Impact of the West, Japan as a World Power, The Rise of Mao and the Chinese Communists, and U. S. Policy in Post-War Asia. Open to students who have completed the 10th, 11th, or 12th grade, the course consists of reading, lectures, class discussions, and individual projects. Readings are taken from such works as Fairbanks, *The United States and China*; Creel, *Chinese Thought*; Reischauer, *Japan: Past and Present*; Michael and Taylor, *A History of the Far East in Modern Times*.

**Black Man in White America**  
12 Hours

Primarily for those who have completed the 10th, 11th or 12th grade, but open to any student who has some background in United States history and who desires to improve his understanding of the crucial subject of race involvement in American problems.

The course treats the black experience from Africa to America and analyzes the influence of slavery upon both black and white Americans and their behaviour. Emphasis is placed upon the black experience of American society, the conflict between America's democratic ideology



## History



and her realities and the varied "solutions" for relations between black and white that have been proposed in the past and the present. Considerable attention is given to twentieth century movements and events in racial affairs, as well as to the implication of these matters in America's domestic and foreign problems.

Historical narrative provides the basic structure of the course, but the reading and discussion draw upon materials of other fields: biography, autobiography, sociology, economics and psychology as it relates to the chief figures of the times. Demonstration of expression and composition ability of the student is expected through oral discussion and written papers.

### Great Men and Issues of History 12 Hours

A course in European history primarily for 9th and 10th grade students, although upperclassmen are welcome. The approach of the course is essentially biographical, illustrating the interplay of significant people and their times and the influence of important ideas on historical events. It includes such topics as the High Middle Ages, the Renaissance and Reformation, Absolutism, Napoleonic Europe, Marxism, and the Russian Revolution. Most of the reading is in such works as Eileen Power, *Medieval People*; Roland Bainton, *Here I Stand*; W. H. Lewis, *The Splendid Century*; H. Butterfield, *Napoleon*, R. L. Heilbroner, *The Worldly Philosophers*; D. Shub, *Lenin*. Reading and class work is supplemented by slide-tapes, films, and lectures. Students study the art of note-taking and essay-writing.



**Mid-Century U.S.A.:**  
**A Study of Crucial Decisions**  
12 Hours

Primarily for students who have completed the 11th or 12th grade, but open to all qualified students. Between 1930 and 1970 United States policy in domestic and foreign affairs has undergone significant change and direction. What have been the issues, how have they arisen, how are they expressed and how are they resolved—these questions will be the focus of class discussions, readings, and study. Specific problems are selected and designed to illustrate mid-century movements that have taken the United States from: economic depression to affluence; international isolation to the role of a world power; a stable political scene to one disturbed by splintering and confrontations; a well-defined social order to a rapidly changing society beset by increasing pluralistic elements that challenge extant patterns.

Readings are taken from such works as Galbraith, *The Great Crash*; Leuchtenberg, *Franklin D. Roosevelt and the New Deal*; Goldman, *The Crucial Decade*; Agar, *The Price of Power*; Boulding, *The Meaning of the Twentieth Century*.





## Communication and Expression in a Foreign Language

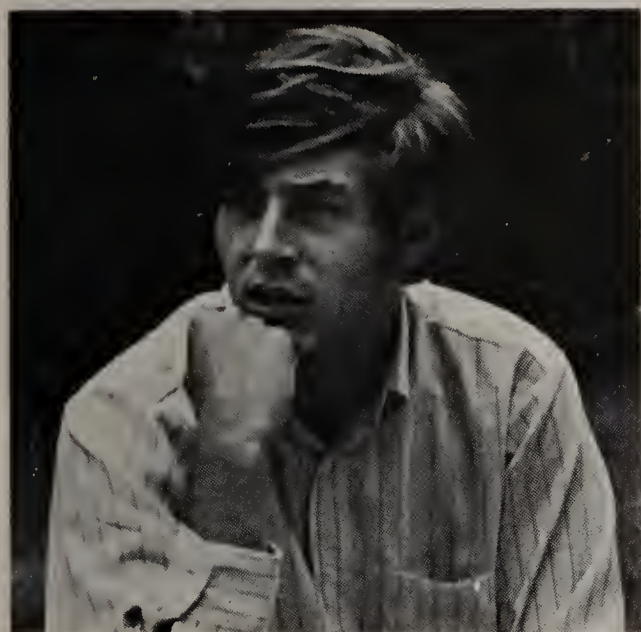
32

“Comment peut-on être français?” Montesquieu’s question is rhetorical. Of course, one cannot become French or German or Spanish. But one can perhaps most effectively learn to appreciate a people by learning to communicate in their language. In a shrinking world demanding open channels of communication, knowledge of a foreign language is a key to understanding.

**Language Courses** Small classes, conducted entirely in the foreign language, audio-visual and language laboratory facilities, and the unusual opportunity for intensive study free from the demands of other courses form the foundation for the Summer Session foreign language program. Occasional feature length movies, classroom skits, restaurant excursions, and foreign language tables bring the opportunity for immediate and useful application of structures learned in the classroom. Ordinarily students are encouraged to take one of the major courses in the language of their choice for intensive study; however, if this is not possible, minor courses are described below.

**French**  
12 Hours The Summer Session offers courses in French for students at all levels, from beginners to Advanced Placement students. Students are sectioned (after admission to the Summer Session) according to their qualifications. Normally two major language courses are offered: one for beginners, which is designed to build a solid first year foundation, and secondly, an intermediate course which, after a hasty review of fundamental grammar, will continue to stress speaking, reading and writing skills through study of more advanced structures and increasing use of an anthology of short stories. The language text for both courses is *Langue et Langage* by Pucciani and Hamel. If there is sufficient demand, an advanced language course is offered, which would act as a transition between reading for comprehension and reading as literature.

**French Theatre**  
12 Hours Designed for students who have completed at least three years of French. Through an in-depth study of representative plays from every era, the course will examine the evolution of French thought and wit as reflected in its theatre. Closer knowledge of dramatic technique and



**Elementary German**  
12 Hours

convention may be gained through participation in a student production at the end of the summer.

Among the plays studied are works by Corneille, Molière, Marivaux, Beaumarchais, Rostand, Giraudoux, Sartre, Camus, Beckett and Ionesco. The course is conducted in French by several members of the department.

Because of the relatively small number of students usually enrolled, a great deal of material is covered during the Summer Session. This course gives the beginner all the skills needed to continue a normal second-year high school course. He studies all of the fundamentals of grammar, and has extensive practice in speaking and listening to German. Reading and writing skills are also practiced but not emphasized. Text: *Deutsch für Amerikaner*; Schulz-Griesbach. (accompanying tapes)

**Intermediate German**  
12 Hours

Students who have studied the language for one year or more have the opportunity of reviewing the grammar (at an extremely rapid pace), and then concentrating on perfecting their skill in oral expression, reading, and writing. Increasing both the active and passive vocabulary of the student is a primary objective in the pleasant struggle to express oneself more accurately. Intensive and extensive reading is stressed with ample opportunity given to the discussion in the language. Texts: *German in Review: Sparts and Vail*; *Im Stil unserer Zeit*: Haberl.

**Greek**

The Summer Session offers courses for beginning, intermediate, and advanced Greek students. Classes are usually very small (two to five students), allowing the instructor to plan the work according to each student's needs and interests.

**Elementary Greek**  
12 Hours

Elementary Greek introduces the student to the wealth of Greek literature through a basic knowledge of the language. Reading ability is developed through a mastery of forms, syntax, and vocabulary. Previous study of a foreign language, though helpful, is not required.



## Languages

34

- Intermediate Greek**  
12 Hours
- Intermediate Greek and Advanced Greek offer a comprehensive review of the fundamentals of grammar. Readings from various authors are discussed from both literary and historical points of view.
- Latin**
- The Summer Session offers courses for beginning, intermediate, and advanced Latin students. Classes are usually very small (two to five students), allowing the instructor to plan the work according to each student's needs and interests. Students are sectioned after admission to the Summer Session.
- Elementary Latin**  
12 Hours
- Elementary Latin centers upon the first elements of Latin forms (nouns and adjectives of the first three declensions, and the Indicative, Active and Passive of the first two conjugations) to acquaint the beginner with the nature and function of inflectional endings. The aim is to prepare the student for a systematic approach toward and insight into the study of Latin and of the other partially or fully inflected languages. At an early stage, simple readings are introduced to encourage the student from the outset to see inflected forms as interrelated parts of a context working together for the expression of thought and meaning.
- Intermediate Latin**  
12 Hours
- In Intermediate Latin and Advanced Latin, readings are selected to enrich the student's experience of Latin literature and to strengthen his reading skills. Individual points of forms and syntax are stressed as the need appears.
- Intensive Elementary Russian\***  
18 Hours
- Introduction to speaking, reading, and writing Russian, for students with no prior knowledge of the language. In addition to three daily class meetings, students have one half-hour daily of supervised practice with coordinated taped drills in the language laboratory. Three hours of preparation outside class is assigned daily. The laboratory is available for independent study. Two teachers divide the instruction, to provide variety in emphasis and attention to individual needs. The text is Van Gronicka's *Essentials of Russian*.

The course is designed to give interested and able students the opportunity to make maximum progress in beginning Russian by concentration,

## Languages



close guidance, and special aids. It is the equivalent of a strong first-year secondary-school course. Students in the course are exempted from the requirement in English Composition.

**Intermediate Russian**  
12 Hours

Instruction in speaking, reading, and writing Russian, individually adjusted to develop the skills of students who have had a year or two of Russian.

**Intensive Elementary Spanish**  
12 Hours

Introduction to the understanding, speaking, reading, and writing of Spanish for students with no prior knowledge of the language. In addition to three daily class meetings, students spend one-half hour daily in the language laboratory. One and one-half hours preparation is assigned daily. The language laboratory is available for independent study. Classes are conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is designed to cover a year's work in Spanish.

**Intermediate Spanish**  
12 Hours

The course is designed for students who have had one or two years of Spanish. The course concentrates on the reading and discussion of chosen literary texts. Emphasis is on the civilization and culture as a background for the understanding and better analysis of the works studied. A Spanish table in the dining hall and other group activities further encourage the use of the language. The course is conducted entirely in Spanish.



As a regular part of the Phillips Academy facilities, the teletype connection to Dartmouth's time-shared GE-635 computer is available for use in conjunction with all Summer Session mathematics courses. The Director of the computer facility is available to assist students and faculty in the application of the computer to problems in mathematics and science. This work may be done as a part of a class project as well as on an individual basis.

### **Modern Abstract Algebra**

12 Hours

For able students who have completed a year of algebra and have an interest in theoretical mathematics. Subject matter includes group theory, Boolean algebra, and sufficient symbolic logic to clarify the theory on which proofs are based. Since the chief concern of the course is with the logical structure of mathematical systems, it is excellent preparation for higher courses in mathematics, while introducing topics rarely available in traditional secondary school mathematics courses. The course requires the student to take an active part in constructing mathematical systems and analyzing their properties. Many basic theorems are developed and proved, and the student is led to understand (not merely to use) the manipulative processes of algebra.

### **Advanced Topics in Mathematics**

12 Hours

The course is designed for especially capable students who have had two or three years of high school mathematics, who are competent in algebraic manipulations up to and including the solution of simple radical equations, and who have a strong interest in mathematics. The close relationship among the many fields of mathematics is emphasized by a careful study of the following topics: the straight line and the conic sections; circular trigonometry (through trigonometric equations and the graphing of  $y = A \sin(ax + b) + C$ ); the essentials of sequence, limit, and continuity theory; the foundations and techniques of differential and integral calculus with applications; elements of matrix theory; aspects of probability and statistical theory; and an introduction to quantitative decision making. The dual purpose of the course is to develop a solid foundation for later work in mathematics and a feeling for the highly structured nature of all mathematics.

**Modern Topics in Geometry**  
12 Hours

The course is devoted to a number of ideas not covered in a standard course in Euclidean geometry. The first part is devoted to work in transformational geometry, the study of functions of the plane onto itself. The approach is much more algebraic than in a synthetic Euclidean course and paves the way for later work in functions and algebra. Later topics include finite geometries, non-Euclidean geometries, and axiomatic systems.

Prerequisite: one year of geometry and one year of algebra.

Text: *An Introduction to Transformational Geometry*, Eccles.

**Probability with Applications  
to Elementary Statistics**  
12 Hours

Open to students who have completed three years of mathematics. The increasing importance of statistical methods in many fields such as business, law, medicine, and industrial manufacturing, as well as the biological, physical, and social sciences, has caused the College Board Commission on Mathematics to recommend strongly the introduction of this course in the secondary schools. For students whose own schools do not provide such a course, this is a unique opportunity.

The course begins with some topics in advanced algebra such as set theory, permutations, mathematical induction, and summation, which enable one to approach probability theory via sample spaces and a random variable. The application of probability theory to simple physical events leads into the study of elementary statistical methods and some consideration of statistical inference.

**Analytic Geometry**  
12 Hours

Open to students who have had one year of algebra and one year of geometry, the course is a study of the power of uniting the methods of two different branches of mathematics on certain problems. It shows the student how to use geometric ideas to study algebraic problems and algebraic methods to study problems usually posed in geometric terms.



## Mathematics

### Music



#### **Mathematics Problems** 12 Hours

For students who have had two years or more of high school mathematics. The course is designed for students capable of working on their own and who have fun solving mathematics problems. Some problems lead to interesting ideas and thus to further problems. Some solutions are open-ended. One class period a day the teacher explores and discusses with the class various types of problems. The second class meeting is a laboratory period in which the student works independently on problems requiring sustained work; the teacher serves as a consultant.

Problems are selected from such texts as the MAA problem books, the Students Mathematical Journal, the Russian Olympiads, and the Hungarian problem books.

#### **Instrumentation, Orchestration, and Conducting** 12 Hours

A major course offered to music-minded students interested in the thorough study of all orchestral instruments, and in the arranging of music for separate orchestral choirs and for the full orchestra. The class uses recordings and live demonstrations to study the instruments of the orchestra. The last part of the session concentrates on the patterns of conducting and the techniques of rehearsals plus the reading and analyzing of orchestral scores. Students may have the opportunity to conduct performing groups. The ability to read music, plus some knowledge of harmony, is a prerequisite for this course.

**Philosophy**     The purpose of the course is to examine questions of reality, truth, beauty, and morality: to consider how some great men have stated the problems and tried to answer them, to observe their methods of argument, and to read and discuss their work in the light of one's own experience in thinking about the good, the real, and the true.

12 Hours

To introduce the study of philosophy, the course opens by reading Plato and John Stuart Mill, two very different philosophers from very different times. The emphasis is on Plato's and Mill's ethical theories, although the readings and discussion also consider their metaphysics, epistemology, aesthetics, and logic.

The students choose the topics for further class and independent study, pursuing a specific problem or reading from another philosopher. The course thus may draw upon the work of philosophers as disparate as Aristotle, Aquinas, Maimonides, Descartes, Kant, the existentialists, or Buber.

**Search for a Meaningful Ethic  
in a Revolutionary Age**     The course begins with a review of the various ethical systems employed by societies in the past: the theological (Judeo-Christian), the economic (Marx), and the political (Plato). Students then investigate these same metaphors in 20th century society as a way of seeking the most meaningful ethical system for individual modern morality (morality being the behavioural ways in which men act out their chosen ethical guidelines). This investigation involves a look at theological developments (social gospel, death-of-God, etc.), economic programs (Peace Corps, war on poverty versus space exploration, etc.), and political movements in the U. S. (Black Power, student conscience, Supreme Court decisions) in an effort to determine how, in a Western technological era, we can make responsible moral decisions which affect not only ourselves, but the "global village" as well.

12 Hours



## Psychology

40

### **Interpersonal Behavior** 12 Hours

The purpose of the course is to help each member learn more about human behavior, including his own. The events and relationships that happen in the classroom serve as the basis for analysis and discussion of the behavior of the group and of its members. Each student has a responsibility to participate in discussion and to contribute in his own way to the development of the group. The class reads a number of articles on theoretical and experimental psychology, and occasionally writes analyses on topics arising from class discussion. The course is given by an experienced teacher trained in psychology. Preference is given to students who have completed the 11th and 12th grades.

### **Origin and Development of Freud's Theory of the Mind** 12 Hours

The course follows the development of Freud's ideas from his early work with hypnotism and the theory of the seduction trauma to psychoanalysis, psycho-sexuality and the formation of the super ego. Special attention is given to the following topics: the interpretation of dreams and the discovery of the Oedipus Complex; the concept of infantile sexuality and the problem of "normal" sexuality; grief and depression; the problem of conscience; culture and repression. All reading is selected from the case histories and theoretical papers of Sigmund Freud. Preference is given to students who have completed the 11th or 12th grade.

### **Social Psychology** 12 Hours

This course is concerned with individual and group behavior and deals with perceptions of self and how we perceive others. In an effort to understand how society manipulates and influences his thoughts, beliefs, and actions, the student takes part in the class which emphasizes discussion, seminar reporting, individual papers, sociodramas, and psychodramas. Speakers from and of social groups studied are heard, and films, TV, and newspapers also provide sources. Individual projects are encouraged. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and is reflected in discussion topics such as "Obey that Impulse?" "Why Close the Generation Gap?" "Images" (self, racism); "The Four Faces of Love," etc. Such topics, approached like "dot journalism" rather than encyclopedic informational retrievership, highlight human problems resulting from human interaction.



**Physics through Constants**  
12 Hours

An unusual introduction to the study of physics, the course is open to those who have had one year of algebra. The class studies such topics as mechanics, heat, electricity, magnetism, and atomic physics by examining closely the constants peculiar to each area, such as  $g$ , acceleration of gravity, and  $J$ , the mechanical equivalent of heat. Students experimentally determine the constants, and explore their meaning and importance.

**Ecology**  
12 Hours

Many people believe that the study of the science of ecology holds the key to the future of man and to the understanding of life. This course focuses first on the ecology of the ocean coast, salt marsh, woods, streams, and ponds found in this area of New England. Emphasis is placed on the normal succession of plants and animals in their integration into these natural communities. Studies are then made on ecological problems affecting the environment of our country and the world—i.e. insecticides, biological pest controls, air, water, heat and noise pollution, and waste removal. The importance of conservation is stressed throughout the course. Laboratory work and discussions supplement the field trips. A year of biology is preferred for background but anyone who has had a basic science course and who has a keen interest in his environment may apply.

**Stereochemistry, an Introductory Course**  
12 Hours

Designed for students who have had no previous course in chemistry, the course is nevertheless open to any applicant who has had algebra through quadratic equations. A background in geometry is helpful but not required. After a short introduction to the concepts of atoms and molecules, the course covers selected topics in organic chemistry.





**Advanced Topics in Chemistry**  
12 Hours

The course affords an opportunity to perform important, fundamental experiments that require more time than schools and colleges can normally allow. As a supplement to the laboratory study of molecular shapes, the class considers some classical as well as modern concepts of chemical bonding. Selected readings from the papers of Pasteur and his successors show how their imagination envisioned the shapes of molecules. As far as possible, the course avoids the subject matter of the usual elementary course.

The students spend much of their time in the laboratory, synthesizing and analyzing compounds whose molecular shapes influence their chemical behavior. One of the experiments illustrates the subtle effect of molecular shapes upon a bio-chemical degradation. At the end of the summer, the students may take home one or two relatively rare compounds for additional experiments.

The course is designed primarily for the student who has had a year of high school chemistry but an eager student with a good background in biology or physics can also handle the material. The class spends most of its time in the laboratory, doing experiments in areas not usually covered in high school chemistry, such as complex ions, transition metal chemistry, and certain aspects of thermodynamics. The laboratory work includes the synthesis of a complex organic compound, a process which involves a number of reactions and techniques.

**Advanced Biology**  
12 Hours

For able students who have completed one year of biology. A review at the Advanced Placement level of some major topics of biology, with special emphasis on the following: cell structure of plants and animals as revealed by the electron microscope; cellular respiration and photosynthesis; hemostatic regulation in animals and plants; the structure and function of neurons and muscles; the genetic code and its translation; and population genetics and natural selection. Six hours a week are spent in varied laboratory work that supplements the class discussions and trains students in the use of the stereoscopic and compound microscopes.

**Independent Study** A student who wishes to do independent work in art, the classics, history, mathematics, music, science, English or foreign literature, or poetry or story writing may apply by submitting a written proposal defining the topic of proposed study and giving his background and qualifications for such study. If the project is approved by the Director of Admissions, the student is assigned a supervisor. The student should plan to spend six to twelve hours a week on such a project.

**Art Studio**  
6 Hours The course is designed to develop the visual perception of all students by providing a flexible program of studio experience in two- and three-dimensional design in conjunction with readings, presentations, films, and full use of the Addison Gallery, the Library, and the Arts and Communications Center. No previous experience in art is necessary.

**Topics in Black History**  
6 Hours The course does not attempt to survey black history, but to consider carefully two or three key topics, such as the African experience, reconstruction, the Harlem Renaissance, or black power. The student also has the opportunity to do independent work on a topic of his choice. Readings include Basil Davidson, *Black Mother*; W. E. B. DuBois; Alain Locke, *The New Negro*; Malcolm X, Stokely Carmichael.

**Vietnam in Historical Perspective**  
6 Hours This course explores the origin and evolution of Vietnamese society, emphasizing the history of Vietnamese nationalism from early Chinese occupation to French colonialism and the present American involvement. Readings are chosen from such Vietnam scholars as Ellen Hammer and Joseph Buttinger, as well as from Marvin Gettleman's *Vietnam* and other current books and documents.

**Ancient History**  
6 Hours Selected topics from Greek and Roman history (e.g., the Peloponesian War, fifth century Athens, Cicero and the Republic, Caesar and the Empire) are studied and discussed. Readings are taken from modern scholarship and original sources, both historical and literary. The facilities of Andover's Arts and Communication Center and the Boston Museum of Fine Arts are available for slide tapes, tours, and lectures.



**Language Minor**  
**Literature Minor**

44

<b>Individual Language Study</b> 6 Hours	Open to those who wish to extend their knowledge of French, Spanish, German, Russian, Latin, or Greek, the program enables the student to make highly efficient use of his time because each program is individually planned. The language consultant arranges each student's program individually, meeting with him several times a week and directing him to the texts, tapes, and audio-visual materials best suited to his needs and to the time the student can give to his language study. Small classes may be arranged if several students have the same needs.
<b>Advanced Conversational French</b> 6 Hours	Conducted entirely in French, the course is open to those students who have completed three years of French, or who pass an oral exam at the start of the summer. Reference text: Lenard, Hester: <i>L'art de la conversation</i> .
<b>French Reviewed</b> 6 Hours	This course, conducted in French, is designed to strengthen knowledge of essential French structures and idioms through review and their constant application in classroom conversation and composition.
<b>Conversational German</b> 6 Hours	For students who have completed at least one year's study of the language. The course is limited to those students who prove themselves capable of the work by an audio-oral examination at the first class meeting. All classes are conducted in German.
<b>Conversational Russian</b> 6 Hours	Introduction to Russian through simple conversation, with daily practice in the language laboratory, for students with no prior training in Russian.
<b>Conversational Spanish</b> 6 Hours	Students must have completed at least one year of Spanish. The course is conducted entirely in Spanish. A Spanish table in the dining hall and other group activities further encourage the use of the language.
<b>American Drama in the Twentieth Century</b> 6 Hours	The class spends approximately one week on each of four major playwrights selected from O'Neill, Williams, Miller, Albee, Jones, and others. The two remaining weeks are spent on selected topics such as the Off-Off-Broadway Theater, the Black Playwrights of Today, Theater of the Absurd in America, Modern Poetic Drama, Improvisational Theater, and Realism in American Drama.



**Literature Minor**  
**Mathematics Minor**

45

**Modern Fiction**

6 Hours

The class reads novels, plays, and poems that have greatly influenced modern thought and feeling. Readings are from such writers as Sartre, Eliot, Auden, Yeats, Frost, Ionesco, Joyce, Lawrence, Hemingway, Albee, and Lowell.

**Contemporary Literature**

6 Hours

In addition to reading novels, plays, and poems of the fifties and sixties, the course considers the relationship between contemporary literature and the society that produces it. Readings are chosen from such writers as John Barth, Saul Bellow, Edward Albee, James Baldwin, William Golding, Ralph Ellison, Robert Lowell, Samuel Beckett, Eugene Ionesco, Kurt Vonnegut, and Flannery O'Connor.

**"The Way It Is, Baby"**

6 Hours

The course offers the opportunity to see the black man and the white man through the eyes of the black writer. The class reads novels, plays, stories, and poems selected from the work of such writers as James Baldwin, Langston Hughes, LeRoi Jones, and Ralph Ellison, as well as non-fiction such as *The Autobiography of Malcolm X* and selected copies of the *Bay State Banner*, Boston's black newspaper. Black writers from Boston visit the class when possible.

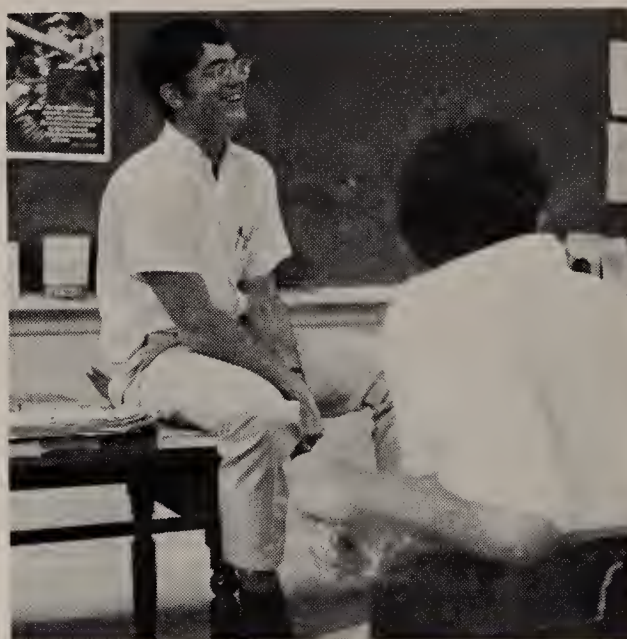
**Computer**

6 Hours

The course is designed for students interested in developing an understanding of the capabilities and use of a modern high-speed computer. Students learn a computer language (BASIC) and by means of a mathematics-oriented approach, write programs and test them on a teletype connected to Dartmouth's time-shared GE-635 computer. One year of algebra serves as adequate background for undertaking a variety of applications to secondary school mathematics.



## Mathematics Minor



### **Selected Topics in Advanced Mathematics** 6 Hours

The course is designed for students with considerable mathematical aptitude, ability, and interest who have had at least three years of high school mathematics. After a brief review of circular trigonometry (through trigonometric equations and the graphing of  $y = A \sin(ax + b) + C$ ), the course examines the essentials of sequence, limit, and continuity theory and considers the foundations and techniques of differential and integral calculus. It culminates in the study of probability and statistical theory, with applications to quantitative decision making. The student learns also how closely and integrally the above topics are interrelated.

### **Mathematics Problems** 6 Hours

A minor course version of the major course, Mathematics Problems, described on page 38.

### **Mathematical Logic** 6 Hours

Logic, a necessary part of mathematics, is all too often ignored or relegated to a very minor position in elementary algebra and geometry. The course considers such concepts and techniques of logic as are of greatest help in making the proofs of geometry easier for the beginning student. Open to students who have completed at least one year of algebra.

### **Sequences and Limits** 6 Hours

Students who begin the calculus often find themselves baffled at least partly because of their lack of previous acquaintance with the fundamental ideas of limiting processes. The course studies such processes in some detail. It is open to students who have finished at least three years of high school mathematics.

**Music Minor**  
**Science Minor**



47

**Baroque Ensemble**  
6 Hours

The baroque era in music offers a wide variety of literature that the amateur can study and perform. The class works as a unit in the study of baroque instrumental-vocal works and is broken into small ensembles to play chamber music. The recorder is studied and used in performance. Students with keyboard experience may play the school harpsichord. Prerequisite: the ability to sing or to play the piano, a stringed or brass instrument, or an orchestral woodwind.

**Voice**  
6 Hours

The class learns the fundamentals of correct tone production, with emphasis on the proper use of vowels and consonants, breathing, breath control, poise, and stage presence, using elementary songs for demonstration. Ability to read music is helpful but not necessary.

**Introduction to Zoology**  
6 Hours

Students study the physiology, ecology, and evolutionary relationship of animals in each phylum through readings, lectures, and class discussions. In addition, two one-hour laboratory periods are spent each week in observation and study of behavioral patterns of live animals. Various field trips provide the opportunity for ecological study. No prerequisites required; open to anyone interested in becoming familiar with the major species in the animal kingdom.

**Introduction to Chemistry**  
6 Hours

The course offers instruction in certain basic skills and concepts that are essential in the study of chemistry. Topics include the use of the slide rule, review of mathematical concepts used in chemistry, and an introduction to basic atomic theory, the mole concept, and chemical equations.



## Other Minor Courses



### **Analysis of Words**

6 Hours

This course is designed to teach precision in the definition and use of English words by studying the roots which they contain, as well as the original meanings of these roots in Greek, Latin, and other Indo-European languages. Exercises in etymology develop the students' vocabulary for more accurate expression of ideas and more perceptive reading. Often they reveal fascinating changes in the history of words. For example, "horticulture," "yard," "garden," "orchard," and "Leningrad" contain variations of a root meaning enclosure. "Heart," "cardiac," "accord," and the Russian words for middle and Wednesday share a common root. The course provides a systematic survey of the most productive stems, and encourages extensive individual exploration.

### **Typing**

6 Hours

The course, designed for beginners who desire typing for academic and personal use, stresses mastery of the keyboard and speed building.

### **Social Psychology**

6 Hours

A survey of the concerns of individual and group behavior. The course deals with perceptions of self and others, the manipulation of self by the society, and the influence of the society on the individual's thoughts, beliefs, and actions. Based on the disciplines of psychology, sociology, and anthropology, the curriculum is current and focuses on such topics as "One in Twenty" (homosexuality), "One in Ten" (mental illness), "Obey That Impulse," "Images," etc.

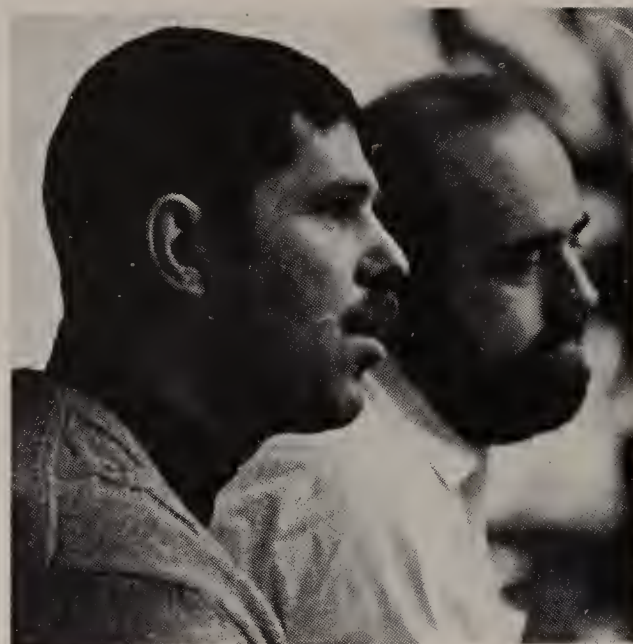


The Faculty 1969





Acheson, Eleanor D., B.A.  
*TA in History*  
 Adamson, Charles F., M.A.  
*Russian-German*  
 Aisner, James E., B.A.  
*Latin, Greek*  
 Allen, Kent, B.A.  
*HM, English*  
 Barkhau, Bruce B., B.D.  
*Chaplain, New Morality*  
 Barkhau, Marjory A., B.A.  
*Housemistress*  
 Bass, Edward P., B.S.  
*TA in Media Workshop*  
 Beller, David, B.A.  
*TA in Biology*  
 Berle, Elizabeth L., B.A.  
*TA in Western Civilization*  
 Bonan, Frederic P., M.A.  
*Mathematics*  
 Brink, Frederick W., B.A.  
*Film*  
 Bronk, John F., R.P.T.  
*Athletics*  
 Brown, Donal F., B.A.  
*English*  
 Brown, Brenda, M.A.  
*Housemistress*  
 Brown, William H., M.A.  
*English*  
 Buehner, William J., M.A.  
*Western Civilization*  
 Bunnell, James L., M.A.  
*HM, Anatomy of Protest*  
 Burdoin, A. David, B.A.  
*Mathematics*



Cameron, John W., M.A.  
*English*  
 Cecala, Diana P.  
*TA in English*  
 Clift, William B., B.S.M.  
*Director of Athletics, Music*  
 Cobbold, G. Bruce, M.A.  
*Anthropology*  
 Cone, Thomas, B.S.  
*Biology*  
 Cone Virginia, A.S.S.  
*Admin. Assistant*  
 Cone, Mary C., M.A.T.  
*HM, Non-Western World*  
 Coulthard, Alfred J., B.S.  
*Athletics*  
 Cushman, Trevor C., B.A.  
*HM, English, Education*  
 Darman, Richard G., M.B.A.  
*HM, English*  
 Darman, Kathleen C., M.A.  
*English*  
 Dent, John, B.A.  
*History*  
 DePriest, Thomas B., B.A.  
*English, Music*  
 Donoghue, Maureen, B.A.  
*HM, English*  
 Drake, Sherman, Ed.M.  
*Dean of Men*  
 Ducharme, Doris, M.S.  
*Librarian*

Edmonds, George, Ed.M.  
*Housemaster*  
 Edmonds, Patricia, M.A.T.  
*English*  
 Fernald, George H., M.A.  
*French*  
 Fishman, David J., B.A.  
*TA in History*  
 Fitch, John S., M.A.  
*English*  
 Fitch, Caroline P.  
*Proctor*  
 Ford, Alvin E.  
*Athletics*  
 Ford, Annie S., B.A.  
*HM, English*  
 Foster, Jerry, M.A.  
*English*  
 Frank, Thomas E.  
*TA in English*  
 Frisch, Sherry M.  
*TA in English*

Galassi, Jonathan W.  
*TA in English*  
 Gillingham, Natalie, D.E.S.  
*French*  
 Gottfried, Roy  
*TA in English*  
 Gould, Keith, M.Mus.  
*Music*  
 Greenberg, Frances  
*TA in Art*  
 Hamblet, Charles A., M.A.T.  
*Mathematics*  
 Hamblet, Carol, B.A.  
*Housemistress*  
 Hansen, Thomas P., M.A.  
*Computer*  
 Hansen, Jane, B.A.  
*Proctor*  
 Hendricks, William M.  
*TA in English*  
 Hengen, Richard L., B.A.  
*TA in English*  
 Hirsch, Marianne  
*TA in French*  
 Howard, Jean E.  
*TA in English*  
 Hyde, Thomas R., B.A.  
*TA in English*  
 Jackson, Doris A., B.A.  
*TA in English*  
 Jardine, William, M.S.  
*HM, Physics*  
 Johnson, Amy O., B.A.  
*HM, College Counselor*  
 Johnson, Peter C., M.A.T.  
*Play Production*  
 Jones, Kimball, M.A.  
*French, Athletics*  
 Joralemon, David, B.A.  
*TA in Anthropology*  
 Jordan, Barbara B., B.S.  
*Athletics*  
 Kaiser, Julian S., M.D.  
*Medical Director*  
 Kaufman, Jay R., B.A.  
*Philosophy*  
 Keefe, Ann, B.A.  
*Play Production*  
 Kelly, J. Joseph, M.A.

*HM, Drama & Poetry*  
 Kelly, Wendy, B.A.  
*Proctor*  
 Krigbaum, Janice, B.A.  
*TA in New Morality*  
 Krumpe, Carl E., M.A.  
*English*  
 Leete, Robert A.  
*Manager of The Commons*  
 Lerman, Jeanette, B.A.  
*TA in Film*  
 Lipsky, Dorothy  
*TA in Math*  
 Lotto, Edward E., B.A.  
*TA in Math*  
 McBee, Dalton H., B.A.  
*English*  
 McCarthy, Francis B., B.A.  
*English*  
 McDonnell, Barbara, B.S.  
*Director of The Library*  
 McKee, Jean, B.A.  
*Dean of Women*  
 McMurray, John, M.A.T.  
*Studio Art*  
 Merriam, Litza  
*Director of Language Lab*  
 Metcalf, Albion  
*Piano*  
 Meyer, William A., M.A.  
*English*  
 Miles, Vivian, M.S.  
*Librarian*  
 Minné, Ronn N., Ph.D.  
*Director of Summer Session*  
 Monette, Paul L., B.A.  
*English*





Nagel, Richard I.  
*TA in Philosophy*  
 Nibbelink, Cynthia J., M.F.A.  
*HM, English*  
 Orlik, Michael F., B.A.  
*HM, Law & Literature*  
 Patenaude, Anne, B.A.  
*HM, English, Athletics*  
 Paul, Carol A., M.A.T.  
*Biology*  
 Perrin, Stephen G., B.A.  
*Media Workshop*  
 Peterson, Woody N.  
*TA in English*  
 Pierce, Charles E., M.A.  
*HM, English*  
 Preston, Emily B., B.D.  
*HM, Philosophy*  
 Price, Meredith, M.A.T.  
*HM, Anatomy of Protest*  
 Rees, Thomas, Ph.D.  
*Stereochemistry*  
 Rees Caroline B., M.A.  
*Vietnam*  
 Regan, Thomas J., M.A.  
*English*  
 Rife, Robert V., M.A.  
*English*  
 Roehrig, A. Karl, Ed.D.  
*Psychology, Counselor*  
 Rogers, Jane K., B.A.  
*TA in Anatomy of Protest*  
 Royce, H. Schuyler, M.I.A.  
*History*  
 Royce, Ann  
*Admin. Assistant*  
 Rubio, Angel, M.A.  
*HM, Spanish*  
 Rusan, Francille A., B.A.  
*English*



Schmidt, Barbara, B.A.  
*HM, English*  
 Schmidt, M. Susan  
*TA in English*  
 Schneider, A. Lenore  
*TA in History*  
 Schorr, David, B.A.  
*Art*  
 Schorr, Mark A., M.A.  
*English*  
 Shanley, F. Sheppard, M.A.T.  
*HM, History*  
 Sheeler, J. Reuben, Ph.D.  
*History*  
 Sheeler, Winifred, M.Mus.  
*Housemistress*  
 Shertzer, Gerald, M.F.A.  
*Anatomy of Protest*  
 Smith, David M., M.A.  
*Mod. War & Revolution*  
 Smith, H. Worthington, M.A.  
*HM, English*  
 Sorota, Stephen S., B.S.  
*Athletics*  
 Sorota, Stephanie  
*Admin. Assistant*  
 Stark, Sandra, B.A.  
*English*  
 Stevens, Alanson P., M.A.  
*Russian, German*  
 Stowe, William, B.A.  
*English*

Sturges, Hale, M.A.  
*HM, French*  
 Sullivan, Harold M., M.Ed.  
*English*  
 Sullivan, Julie  
*Housemistress*  
 Sung, Bing, M.A.  
*Mathematics*  
 Swift, Richard L., B.S.  
*Athletics*  
 Taylor, Charles  
*TA in Math*  
 Thomas, Elisabeth McC., Ed.M.  
*Dean*  
 Thornton, DeWitt, B.S.M.  
*Music*  
 Towne, Margaret B., B.S.  
*Librarian*  
 Tresemer, David, B.A.  
*Anthropology*  
 Vilalta, Angel B., L. en D.  
*Spanish*  
 Vohryzek, Laura F., B.A.  
*TA in Drama*  
 Warshaw, Thayer, M.A.T.  
*English, Counselor*  
 Weltchek, Andrew, B.A.  
*TA in Psychology*  
 Whitney, Stephen, M.A.  
*Trips Director*  
 Wilkinson, Irene, M.S.  
*Librarian*  
 Williams, Lola, B.A.  
*HM, English*  
 Wilson, J. Robert, Ph.D.  
*Chemistry*  
 Wilson, Nancy  
*Admin. Assistant*  
 Windle, Raymond L. (Fr.) M.A.  
*Etymology*  
 Wise, K. Kelly, M.A.  
*Film*  
 Wynne, Richard H., B.A.  
*HM, English*



The Students 1969







Abady, Caroline S.  
*Richmond, Va.*  
 Abesh, Jane E.  
*New Bedford, Mass.*  
 Abrams, Andrew P.  
*South Orange, N.J.*  
 Abrams, Sally N.  
*Pittsburgh, Pa.*  
 Ach, Andrew Mark  
*San Francisco, Calif.*  
 Adamson, Mary C.  
*Clinton, N.Y.*  
 Adamson, Timothy F.  
*Clinton, N.Y.*  
 Albert, Jean Susan  
*Baldwin, N.Y.*  
 Alberts, Norman L.  
*Larchmont, N.Y.*  
 Allen, Mary H.  
*River Forest, Ill.*  
 Al-Saleh, Moayed H.  
*Shuwaikh Kuwait, Arabia*  
 Alston, Michele L.  
*Littleton, N.C.*  
 Alves, John W.  
*Port Jefferson, N.Y.*  
 Anderson, Albert R.  
*Winston-Salem, N.C.*  
 Anderson, Jon C.  
*Brookhaven, N.Y.*  
 Anderson, Leslie E.  
*Norfolk, Va.*  
 Aramian, Craig R.  
*Quincy, Mass.*  
 Armuth, Janet L.  
*Millburn, N.J.*  
 Aronson, James C.  
*Clayton, Mo.*  
 Assael, Robert  
*Eastchester, N.Y.*  
 Axelrod, Nancy E.  
*Andover, Mass.*

Bachman, James J.  
*McConnellsville, Ohio*  
 Barnett, James R.  
*Cobbs Ferry, N.Y.*  
 Barr, Susan P.  
*Norfolk, Va.*  
 Bauer, Christopher G.  
*Davis, Calif.*  
 Bauer, Peter  
*Port Washington, N.Y.*  
 Becker, Amy R.  
*South River, N.J.*  
 Bednar, David M.  
*Dallas, Texas*  
 Belcher, Roger R.  
*Belcher, Ky.*  
 Belikove, James S.  
*Metuchen, N.J.*  
 Belmont, Howard M.  
*Hewlett, N.Y.*  
 Benjamin, Bruce D.  
*Salisbury, Md.*  
 Berg, Karen  
*Beverly Hills, Calif.*  
 Berger, Philip M.  
*Highland Park, Ill.*  
 Bernstein, Ellen S.  
*Haverhill, Mass.*  
 Berry, Charlotte A.  
*Knoxville, Tenn.*  
 Bierenbaum, Michele J.  
*West Orange, N.J.*  
 Bijur, Victoria  
*New York, N.Y.*  
 Birkhahn, Jonathan T.  
*Woodmere, N.Y.*  
 Bixby, Lucy B.  
*Indialantic, Fla.*  
 Blake, Ronald G.  
*Stedman, N.C.*  
 Blazis, Carol L.  
*North Reading, Mass.*  
 Bloch, Frederic L.  
*Eastchester, N.Y.*  
 Bloom, Karol W.  
*Glen Cove, N.Y.*  
 Bloom, Peter M.  
*New Rochelle, N.Y.*

Blumberg, Marc  
*Andover, Mass.*  
 Bogen, Jonathan D.  
*Philadelphia, Pa.*  
 Bohannon, Clayton D.  
*Boston, Mass.*  
 Borg, Andrew S.  
*Bellport, N.Y.*  
 Bosek, Judith B.  
*Elizabeth, N.J.*  
 Boston, Joseph A.  
*Dorchester, Mass.*  
 Boulden, Mary E.  
*Churchville, Pa.*  
 Bowers, Susan W.  
*New Orleans, La.*  
 Boxer, Michael A.  
*Metuchen, N.J.*  
 Bragg, Catherine H.  
*Wellesley Hills, Mass.*  
 Brandel, Eve M.  
*Queens, N.Y.*  
 Bregman, Richard M.  
*Manasquan, N.J.*  
 Brenner, Karen B.  
*Harrisburg, Pa.*  
 Breuer, Vera A.  
*Briarcliff Manor, N.Y.*  
 Brilliant, Dale R.  
*Ventnor, N.J.*  
 Bromberg, Michael A.  
*Pelham, N.Y.*  
 Brooks, Robin L.  
*Greenwich, Conn.*  
 Brown, Alice J.  
*Manhasset, N.Y.*  
 Brown, Christopher P.  
*Granville, Ohio*  
 Brown, Eleanor M.  
*Belmont, Mass.*  
 Brown, Melville S.  
*New York, N.Y.*  
 Browning, Sally  
*Mystic, Conn.*  
 Burke, Paul M.  
*Lowell, Mass.*  
 Burkus, Anne G.  
*Woodbridge, Conn.*  
 Busby, Betsy L.  
*Sandy Spring, Md.*  
 Buttolph, Maria L.  
*Chappaqua, N.Y.*  
 Buzin, Richard C.  
*Massapequa, N.Y.*

Caffrey, Mary Lou  
*Andover, Mass.*  
 Carnahan, Carol A.  
*Canandaigua, N.Y.*  
 Carney, Bernard T.  
*Dorchester, Mass.*  
 Carter, Jacqueline  
*Bessemer, Ala.*  
 Chamberlain, David L.  
*Las Vegas, Nev.*  
 Chaney, Lillie M.  
*Baton Rouge, La.*  
 Chao, Mabel A.  
*New Hyde Park, N.Y.*  
 Chertoff, Robert J.  
*Great Neck, N.Y.*  
 Choate, Jhan E.  
*Manchester, Mass.*  
 Chotvacs, Frank D.  
*Steamboat Springs, Colo.*  
 Chung, Tai Q.  
*Washington, D.C.*  
 Churgin, Gary L.  
*Short Hills, N.J.*  
 Churgin, Joanna  
*Short Hills, N.J.*  
 Civin, Richard L.  
*Loudonville, N.Y.*  
 Clark, Elizabeth D.  
*Cocoa Beach, Fla.*  
 Clark, Willie J.  
*Dorchester, Mass.*  
 Cohen, Barry A.  
*Verona, N.J.*  
 Cohen, Carole J.  
*Aliquippa, Pa.*  
 Coirré, Edouard D.  
*Paris, France*  
 Colfax, Elizabeth A.  
*Pompton Lakes, N.J.*  
 Colten, Elizabeth A.  
*Waban, Mass.*  
 Coney, Elaine M.  
*Magnolia, Miss.*  
 Cook, Doris  
*Mamaroneck, N.Y.*



Corbett, Kathleen M.  
*St. Louis, Mo.*  
 Correa, Alphonso C.  
*Albuquerque, N.M.*  
 Cort, Mary E.  
*Boston, Mass.*  
 Corwin, Michael A.  
*New City, N.Y.*  
 Cotchen, Mari N.  
*Johnstown, Pa.*  
 Coté, Cheryl E.  
*Framingham, Mass.*  
 Coté, Paul A.  
*Lewiston, Me.*  
 Covert, Esther G.  
*Cedar Falls, Iowa*  
 Coward, Orville D., Jr.  
*Sylva, N.C.*  
 Cox, Michael L.  
*South Portland, Me.*  
 Crystal, Clay A.  
*Jackson, Miss.*  
 Cudd, Patricia  
*Willmar, Minn.*

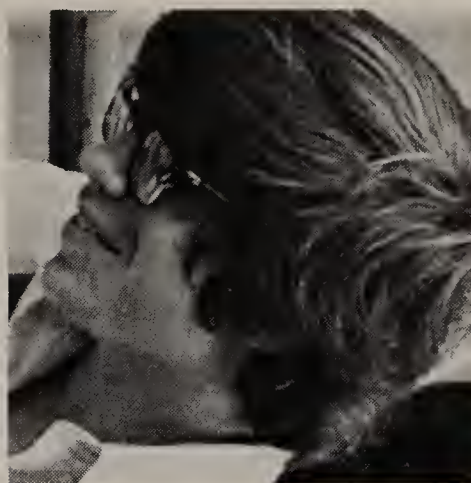


Daddona, Cora L. A.  
*Waterbury, Conn.*  
 Davenport, Leige C.  
*Los Angeles, Calif.*  
 Davis, Edward L.  
*Providence, R.I.*  
 Davis, Ivy J.  
*Baton Rouge, La.*  
 Dean, Walter W., Jr.  
*Tuscaloosa, Ala.*  
 De Brosse, James F.  
*Dayton, Ohio*  
 Deluca, Virginia J.  
*Baldwin, N.Y.*  
 Dennis, Carl W.  
*Newark, Md.*  
 Depelteau, Audrey M.  
*Lawrence, Mass.*  
 Dhamcharee, Serssthaphandhu  
*Bangkok, Thailand*  
 Dinerstein, Eric  
*Toms River, N.J.*  
 Dix, Alfonso M.  
*Chester, Pa.*

Dixon, Donald T.  
*Roxbury, Mass.*  
 Dolmatch, Karen A.  
*Briarcliff, N.Y.*  
 Donald, Arnold W.  
*New Orleans, La.*  
 Doniger, Debra A.  
*Nanuet, N.Y.*  
 Donnenfeld, Gail C.  
*New York, N.Y.*  
 Dotta, Mary A.  
*St. Louis, Mo.*  
 Drake, Robert L.  
*Brooklyn, Iowa*  
 Droney, James H.  
*Lowell, Mass.*  
 Drummond, Charles H., III  
*Monterey, Calif.*  
 Dubin, Marilyn C.  
*Jamaica, N.Y.*  
 Duhl, Pamela H.  
*Berkeley, Calif.*  
 Dulin, William J.  
*Laurinburg, N.C.*

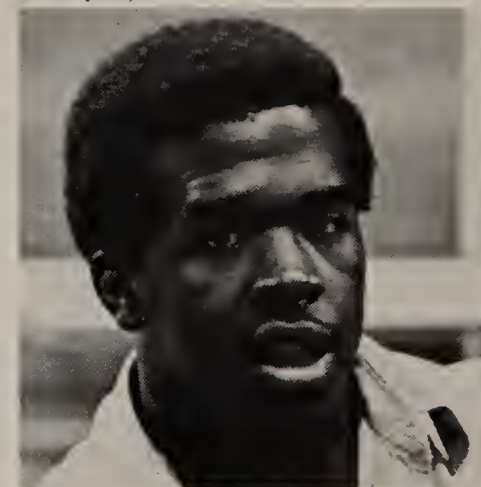


Edberg, Peter K.  
*McLean, Va.*  
 Eliel, Ruth L.  
*South Bend, Ind.*  
 Elliott, William  
*Sherborn, Mass.*  
 Eskin, James A.  
*Newton, Mass.*  
 Evans, Gustavia  
*Monroe, La.*  
 Evens, Steven E.  
*Richmond, Va.*



Fagan, Joanne R.  
*Swampscott, Mass.*  
 Fagen, Lester J.  
*Woodmere, N.Y.*  
 Fairbank, Holly C.  
*Cambridge, Mass.*  
 Farnham, Dru A.  
*Kenosha, Wis.*  
 Fehrenbach, Georgette A.  
*Green Bay, Wis.*  
 Fennessey, Anita M.  
*Grosse Pointe, Mich.*  
 Ferber, Bruce J.  
*Searingtown, L.I., N.Y.*  
 Fields, John C.  
*Newark, N.J.*  
 Finger, Lawrence R.  
*Syosset, N.Y.*  
 Finke, Nikki J.  
*Sands Point, N.Y.*  
 Finne, Nils C.  
*Alexandria, Va.*  
 Fishman, Ellen B.  
*Brooklyn, N.Y.*  
 Footman, Bernard R.  
*Newark, N.J.*  
 Forman, Benson D.  
*Neponsit, N.Y.*  
 Forman, Edward A.  
*Waban, Mass.*  
 Foster, Laurie E.  
*Bronx, N.Y.*  
 Francke, Ann L.  
*Charleston, W.Va.*  
 Francke, Elizabeth M.  
*Charleston, W.Va.*  
 Frankel, Allan S.  
*Waban, Mass.*  
 Frankel, David M.  
*Englewood, N.J.*  
 Freedberg, Sydney P.  
*New York, N.Y.*  
 Freedman, Susan D.  
*Harrison, N.Y.*  
 Freeman, Chester D.  
*Belhaven, N.C.*  
 Freund, Deborah A.  
*New York, N.Y.*

Freund, John G.  
*New York, N.Y.*  
 Frey, Andrea K.  
*Bronx, N.Y.*  
 Fried, Sallie S.  
*Staatsburg, N.Y.*  
 Friedlander, Corey A.  
*Baldwin, N.Y.*  
 Friedman, Randi  
*Roslyn, N.Y.*  
 Fry, Paulette I.  
*Sayre, Pa.*



Gambone, David M.  
*Wakefield, Mass.*  
 Ganem, Arlene M.  
*Methuen, Mass.*  
 Geller, Jeff L.  
*New York, N.Y.*  
 Geller, Mitchell J.  
*New York, N.Y.*  
 Gilbert, Peter A.  
*Barrington, Ill.*  
 Gilmer, Clover M.  
*St. Louis, Mo.*  
 Ginsburg, Susan M.  
*New Castle, Pa.*  
 Ginsburg, Michael F.  
*Adams, Mass.*  
 Goetz, Allison M.  
*Los Altos, Calif.*  
 Goings, James C.  
*Dillon, S.C.*  
 Golber, Judith N.  
*Short Hills, N.J.*



Goldbaum, Susan E.  
Haverhill, Mass.  
Golden, Judith B.  
Margate, N.J.  
Goldfarb, Kathryn K.  
Mobile, Ala.  
Goldin, Rochelle M.  
W. Hemstead, N.Y.  
Goldsmith, Charles W.  
Chevy Chase, Md.  
Goldstein, Marjorie E.  
Hewlett Harbor, N.Y.  
Goodman, Andrew G.  
Racine, Wis.  
Goodman, Leslie J.  
White Plains, N.Y.  
Goodwin, Dan F., III  
Shreveport, La.  
Goodwin, Sally A.  
Baltimore, Md.  
Gordon, Barbara A.  
Winfield, Kan.  
Gordon, Melinda S.  
Elizabeth, N.J.  
Graboyes, Judith S.  
Broomall, Pa.  
Graetz, Wendy V.  
West Newton, Mass.  
Gray, Linda B.  
Framingham, Mass.  
Greenstein, Karen S.  
Lowell, Mass.

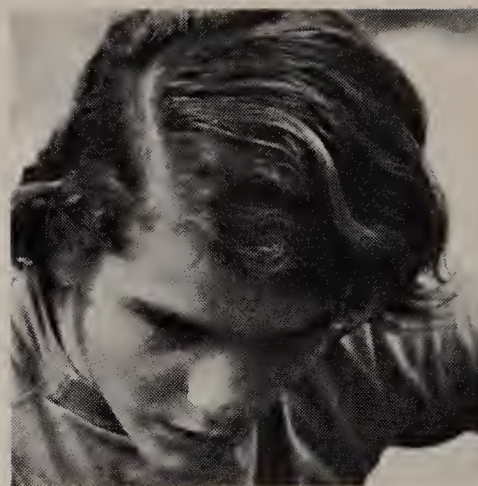


Hadley, Douglas S.  
Newburyport, Mass.  
Hair, Elisabeth R.  
Charlotte, N.C.  
Hall, Floyd J.  
Clarksdale, Miss.  
Harmon, Margaret M.  
Roxbury, Mass.  
Harper, Roland D.  
Kenai, Alaska  
Harris, Scott R.  
St. Louis, Mo.  
Hartheimer, Anne H.  
Voorheesville, N.Y.  
Hawkes, Pamela W.  
Cape Elizabeth, Me.

Hazen, Charolette A.  
La Center, Wash.  
Heflin, John J., III  
Memphis, Tenn.  
Heifetz, Eleanor J.  
Lowell, Mass.  
Hendricks, Marvin B.  
Newnan, Ga.  
Henningsen, Mary F.  
Pelham, N.Y.  
Herman, Stephanie J.  
New York, N.Y.  
Hesslein, Robert W.  
Fayetteville, N.Y.  
Higginbotham, Mattie R.  
Martinsville, Va.  
Higgins, Beth P.  
North Andover, Mass.  
Hill, Jo Ann  
Boston, Ga.  
Hirshberg, Cathie A.  
Newton, Mass.  
Hodges, Sylvia L.  
Norfolk, Va.  
Hoffman, Thomas G.  
West Orange, N.J.  
Hogan, John W.  
Ellenwood, Ga.  
Holmes, Bradley P.  
Malden, Mass.  
Hoopes, Elizabeth S.  
Cohasset, Mass.  
Howard, Bruce P.  
Watchung, N.J.  
Howland, Timothy C.  
Newark Valley, N.Y.  
Hoy, Frank M.  
Lewiston, Me.  
Hunt, Patricia A.  
Layton, Utah  
Husband, Barbara J.  
Picayune, Miss.  
Hutti, Audrey M.  
St. Louis, Mo.  
Hwa, David J.  
Stamford, Conn.



Imberman, Diane R.  
Cedarhurst, N.Y.



Jackson, Lazette M.  
Houston, Tex.  
Jacobs, Patricia S.  
Newton, Mass.  
Jaffe, Edward M.  
Miami, Fla.  
James, Ricardo F.  
Chicago, Ill.  
Jarvis, Barbara L.  
Winfield, Kan.  
Jen, Robert V.  
Scarsdale, N.Y.  
Jenkins, William N.  
Sacramento, Calif.  
Jeter, Angela M.  
Birmingham, Ala.  
Johnson, Bernard S.  
Shreveport, La.  
Johnson, Harry C.  
Charlotte, N.C.  
Johnson, Linda J.  
Atlanta, Ga.  
Jones, Cynthia D.  
Barrington, R.I.  
Jones, Rebecca A.  
Falmouth, Me.  
Jordan, Gregory K.  
New Orleans, La.  
Josephson, Harold P.  
Margate, N.J.  
Judelson, Mark J.  
New Haven, Conn.  
Jurin, Judith S.  
Washington, D.C.



Kaiser, Hallie D.  
Andover, Mass.  
Kasle, Daniel A.  
Detroit, Mich.  
Katz, Ruth J.  
Ventnor, N.J.  
Katz, Stephen M.  
Jericho, N.Y.  
Kaufman, James L.  
Metuchen, N.J.  
Kaufmann, Peter F.  
Walton on Thames, England  
Kelly, Patricia J.  
Middle Granville, N.Y.  
Kelly, William E.  
Cumberland, Md.  
Kenny, George B.  
Nova Scotia, Canada  
Kerner, Michael P.  
Great Neck, N.Y.  
Killam, Tracy L.  
Laredo, Tex.  
Kincheloe, Gregory M.  
New York, N.Y.  
King, Elizabeth  
Oceanside, N.Y.  
Kirby, Cornelia M.  
Upper Montclair, N.J.  
Kirk, Christopher  
Shrewsbury, Mass.  
Kitsis, Richard N.  
Belmont, Mass.  
Kleckner, James E.  
Los Angeles, Calif.  
Klein, Laurie Jo  
Perth Amboy, N.J.  
Kleiner, Lydia F.  
Richmond, Va.  
Klemm, Helen L.  
Bellevue, Wash.  
Knoblauch, Kenneth B.  
Jersey City, N.J.



Koch, Margery F.  
*Little Neck, N.Y.*  
 Koppelman, Lawrence N.  
*Albertson, N.Y.*  
 Kowalski, Bette Jane  
*Cranford, N.J.*  
 Kram, Michelle S.  
*Scarsdale, N.Y.*  
 Kramer, Jane M.  
*Hartsdale, N.Y.*  
 Kramer, Richard L.  
*Port Washington, N.Y.*  
 Krenek, William L.  
*Houston, Tex.*  
 Krisel, William E.  
*Los Angeles, Calif.*  
 Kronig, Michael H.  
*Philadelphia, Pa.*  
 Krupp, Ellen J.  
*Bayonne, N.J.*  
 Kuhr, Michael D.  
*Dayton, Ohio*  
 Kurlantzick, Robert L.  
*Fair Lawn, N.J.*



Lacy, Sara J.  
*Brookline, Mass.*  
 Lam, Jeffrey K.  
*Short Hills, N.J.*  
 Lamm, Joel L.  
*Roslyn Harbor, N.Y.*  
 Lanius, Joan G.  
*New York, N.Y.*  
 Lasker, James C.  
*London, England*  
 Lauscher, Susan D.  
*Woodmere, N.Y.*  
 Lavin, Paul J.  
*Arlington, Mass.*  
 Lebreck, Jane E.  
*North Andover, Mass.*  
 Leeds, Gail S.  
*New York, N.Y.*  
 Leikind, Robert D.  
*Great Neck, N.Y.*  
 Lemann, Nicholas B.  
*New Orleans, La.*  
 Leonte, Joseph M.  
*West Orange, N.J.*

Leshowitz, Jed M.  
*Maplewood, N.J.*  
 Lesnick, James E.  
*Chelmsford, Mass.*  
 Levin, Stephen A.  
*Newport News, Va.*  
 Levine, David Roger  
*Great Neck, N.Y.*  
 Li, Karl I.  
*Lincoln, Mass.*  
 Lichtenberg, Diane R.  
*Great Neck, N.Y.*  
 Lieb, Beth S.  
*Short Hills, N.J.*  
 Lillie, Charisse R.  
*Houston, Tex.*  
 Lillie, Marsha D.  
*Houston, Tex.*  
 Lilly, Bruce A.  
*St. Paul, Minn.*  
 Lindsay, Rebecca J.  
*Fairmont, W.Va.*  
 Lipman, Miriam C.  
*Rochester, N.Y.*  
 Litowitz, Susan A.  
*Miami Beach, Fla.*  
 Lucas, Stewart P.  
*Syracuse, N.Y.*  
 Lurie, Robert S.  
*Cincinnati, Ohio*  
 Lux, David E.  
*Andover, Mass.*



McArdle, Richard P.  
*Lowell, Mass.*  
 McCabe, Mary F.  
*Lawrence, Mass.*  
 McCarter, Thomas G.  
*Los Angeles, Calif.*  
 McCarty, Jane L.  
*New Lexington, Ohio*  
 McClarty, Lacy W.  
*Tampa, Fla.*  
 McDougall, Michael A.  
*Andover, Mass.*  
 McGraw, Sarah A.  
*Orange, Conn.*  
 McKinley, Joseph B.  
*Hyde Park, Vt.*  
 McLaren, Lee  
*Los Angeles, Calif.*



Magee, Sheryl L.  
*Houston, Tex.*  
 Malis, Andrew G.  
*Andover, Mass.*  
 Malone, William E.  
*Boys Town, Neb.*  
 Mann, Andrew D.  
*Albany, N.Y.*  
 Manning, Carmen L.  
*Jackson, Miss.*  
 Mansfield, Marla E.  
*Hamden, Conn.*  
 Markham, Barbara F.  
*Richmond, Va.*  
 Marshall, Nina B.  
*Jersey City, N.J.*  
 Martin, Celia S.  
*Gainesville, Fla.*  
 Martin, Gonzalee  
*Edgefield, S.C.*  
 Marvin, Janet K.  
*Shreveport, La.*  
 Marx, Patricia A.  
*Rydal, Pa.*  
 Masiak, Darleen T.  
*Newton, Wis.*  
 Maslow, Richard N.  
*South Orange, N.J.*  
 Masters, Marcia A.  
*Mattapan, Mass.*  
 Matthews, John A.  
*Boston, Mass.*  
 May, Michael E.  
*Wilmington, Del.*  
 Mellor, Joanne R.  
*Corona, Calif.*  
 Menoyo, Fernando E.  
*Colombia, South America*

Merriman, John C.  
*Dallas, Tex.*  
 Messner, Stephen C.  
*Great Neck, N.Y.*  
 Meyer, Harold L.  
*Meridian, Miss.*  
 Miller, Leslie A.  
*Harrison, N.Y.*  
 Miller, Nancy A.  
*Metuchen, N.J.*  
 Miller, Patricia B.  
*Roslyn, N.Y.*  
 Miller, Ross  
*Rockville Centre, N.Y.*  
 Mishkin, Arnon A.  
*Brooklyn, N.Y.*  
 Mitchell, Constance  
*Fayetteville, N.C.*  
 Mitnick, Robin J.  
*Short Hills, N.J.*  
 Modell, Ellyn H.  
*Mattapan, Mass.*  
 Moffat, Susan E.  
*Lewisburg, Pa.*  
 Moll, Julie L.  
*Hawthorne, Calif.*  
 Morse, C. Harold, Jr.  
*Fort Valley, Ga.*  
 Morse, Lisa S.  
*Forest Hills, N.Y.*  
 Mosdal, Katherine L.  
*Broadview, Mont.*  
 Mouton, Joseph S.  
*Grand Coteau, La.*  
 Murdock, Jeffrey L.  
*Crown Point, N.Y.*  
 Murrill, Melvin  
*New Orleans, La.*



Nash, Theodore R.  
*Tenafly, N.J.*  
 Nathanson, Julie A.  
*Verona, N.J.*  
 Nelson, Christine C.  
*Geneva, Switzerland*  
 Noyes, Jeffrey A.  
*Raynham, Mass.*





Oakley, Vern C.  
Union Bridge, Md.  
O'Donnell, John E.  
Norwood, Mass.  
Olney, Stephen R.  
Andover, Mass.  
Opotowsky, S. Peter  
Pleasantville, N.Y.  
Orchowski, Robert W.  
Pittsburgh, Pa.  
Ortiz, Patricia  
Peshastin, Wash.  
Ottenberg, Eve C.  
Merion, Pa.  
Overing, Linda J.  
New Salem, Mass.



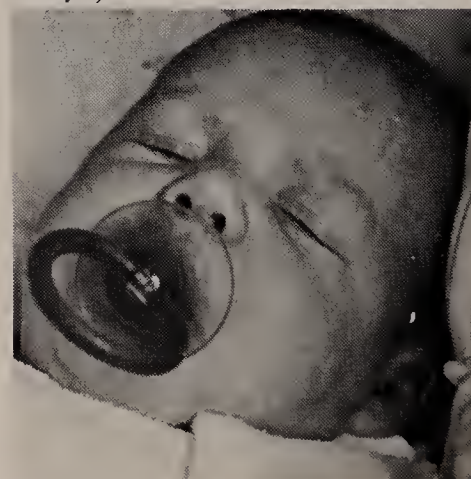
Paley, Martin L.  
West Newton, Mass.  
Pandiscio, John N.  
Wayland, Mass.  
Park, Henry D., II  
Somerville, Mass.  
Parman, Jon P.  
Arkansas City, Kan.  
Pearman, Jessica  
Los Angeles, Calif.  
Perry, Elizabeth K.  
Geneseo, N.Y.  
Perry, William R.  
Roslyn Heights, N.Y.

Persichetti, Raymond G.  
Methuen, Mass.  
Persichetti, Stephen M.  
Methuen, Mass.  
Pett, Toby S.  
Gloucester, Mass.  
Pierce, Harriet L.  
Newport News, Va.  
Pilzer, Ira S.  
Woodmere, N.Y.  
Pitegoff, Peter R.  
Roslyn, N.Y.  
Poirier, Charles J.  
Durham, N.C.  
Pollack, David L.  
Cape Girardeau, Mo.  
Pordy, William T.  
New York, N.Y.  
Porter, Martin A.  
Great Neck, N.Y.  
Posner, Ilene D.  
Miami Beach, Fla.  
Potter, J. Brian  
Zebulon, N.C.



Rabinovitz, Judith  
Arsley, N.Y.  
Rafferty, Shaun B.  
New Orleans, La.  
Ramirez de Arellano, Sergio  
Santurce, Puerto Rico  
Ratner, Beth  
Flushing, N.Y.  
Ratte, Donna J.  
Methuen, Mass.  
Rauchman, James H.  
Metuchen, N.J.  
Raux, Mary-Ellen J.  
Quincy, Mass.  
Ravits, Emily M.  
St. Paul, Minn.

Rawson, Linda K.  
New York, N.Y.  
Redden, Frederick W.  
Weston, Mass.  
Reichler, Eleanor H.  
Summit, N.J.  
Reif, Henry J.  
Brooklyn, N.Y.  
Rhodes, Larry J.  
Santa Rosa, N.M.  
Ritter, Loren F.  
New London, Conn.  
Roberts, Kenneth B.  
East Rockaway, N.Y.  
Robinson, Althea E.  
Waycross, Ga.  
Roe, David W.  
Spencer, Ohio  
Rogart, Wendy E.  
Flushing, N.Y.  
Ronner, Amy D.  
Roslyn Heights, N.Y.  
Rosen, Marlene  
Lido Beach, L.I., N.Y.  
Rosenbaum, Bertram H.  
West Hartford, Conn.  
Rosenfield, Howard M.  
West Hartford, Conn.  
Rosenson, Eric P.  
Great Neck, N.Y.  
Rosin, Charles S.  
Beverly Hills, Calif.  
Ross, Clifford A.  
New York, N.Y.  
Rosson, Richard A.  
Lawrence, Kan.  
Rothkopf, Rhoda C.  
New Rochelle, N.Y.  
Rowland, Andrew S.  
Philadelphia, Pa.  
Royce, Amanda D.  
Andover, Mass.  
Rubenstein, Laurie B.  
Newton Centre, Mass.  
Ruder, Abby  
Rye, N.Y.

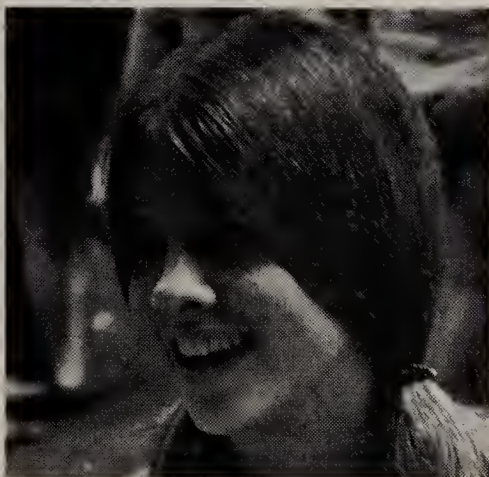


Sadow, Debra E.  
New Bedford, Mass.  
St. Jean, Pamela  
Andover, Mass.  
Sandow, Richard B.  
New York, N.Y.  
Saltzman, Charles L.  
Providence, R.I.  
Samuels, Paul N.  
New Hartford, N.Y.  
Sanger, Diane  
Brooklyn, N.Y.  
Sarazen, Jo Dolly  
Shelby, N.C.  
Saris, Linda E.  
Boston, Mass.  
Sauer, Connie M.  
Albany, Minn.  
Schachter, Robert O.  
West Hempstead, N.Y.  
Schachter, Ronald E.  
Brooklyn, N.Y.  
Schein, Jessica H.  
Brooklyn, N.Y.  
Schewel, Michael J.  
Lynchburg, Va.  
Schlain, Robert T.  
Southfield, Mich.  
Schlecker, Jane I.  
Brooklyn, N.Y.  
Schlesinger, Peter A.  
Great Neck, N.Y.  
Schlossberg, Steven M.  
Brooklyn, N.Y.  
Schmelz, Janie F.  
Bird Island, Minn.  
Schwartz, Anne  
Jericho, N.Y.  
Schwartz, Deborah H.  
Muncie, Ind.  
Schwartz, Jeanne B.  
Hewlett, N.Y.  
Schwartz, Mark  
Jericho, L.I., N.Y.  
Schweitzer, Patricia J.  
New York, N.Y.  
Sear, Sharon L.  
New Brunswick, Canada



Segall, Mark E.  
Harrison, N.Y.  
Selonick, Ellen  
West Newton, Mass.  
Sewitch, Scott  
Perth Amboy, N.J.  
Shapiro, Carl D.  
Amherst, Mass.  
Shapiro, David J.  
Swampscott, Mass.  
Shapiro, Judy S.  
New York, N.Y.  
Shapiro, Marcie J.  
Bayonne, N.J.  
Shenkman, Randi B.  
Ho-Ho-Kus, N.J.  
Sherman, Jacqueline R.  
Englewood, N.J.  
Shertzer, Mark E.  
West Lafayette, Ind.  
Sichel, David A.  
Elkins Park, Pa.  
Silverman, Kathryn J.  
Scottsdale, Ariz.  
Silverman, Marc A.  
Haverhill, Mass.  
Simpkins, Reginald W.  
Chester, Pa.  
Singer, Terri E.  
South Orange, N.J.  
Sirow, Linda J.  
Great Neck, N.Y.  
Skallerup, Paula  
McLean, Va.  
Skinner, Samuel W.  
Seoul, Korea  
Slifka, Sandra A.  
Boonville, N.Y.  
Smith, Amy J.  
Newton, Mass.  
Smith, Banks M.  
San Antonio, Tex.  
Smith, Catherine M.  
Hamden, Conn.  
Smith, Melissa J.  
Nahant, Mass.  
Smith, Peter L.  
Springfield, Mass.  
Smith, Quentin R.  
Ogden, Utah  
Snead, Joseph L.  
Newark, N.Y.  
Snelling, Diane B.  
Shelburne, Vt.  
Sogg, Cathy Jo  
New York, N.Y.  
Solomon, Sally B.  
Larchmont, N.Y.  
Somers, Sharon A.  
Woodbridge, Conn.  
Spitz, Elizabeth S.  
New York, N.Y.

Standing, Sue  
Bellevue, Wash.  
Stark, Tina L.  
Glen Cove, N.Y.  
Stern, Patricia E.  
Clifton, N.J.  
Stevens, Benjamin H.  
Rosemont, Pa.  
Stevens, Geoff R.  
Andover, Mass.  
Stevens, Mary C.  
Rydal, Pa.  
Stewart, John D.  
Frankfort, Ky.  
Stirn, James R.  
Staten Island, N.Y.  
Stithem, Richard A.  
Steamboat Springs, Colo.  
Stone, David J.  
Beverly Hills, Calif.  
Stone, Marjorie E.  
Rockville Centre, N.Y.  
Sulkin, Jeffrey S.  
Beverly Hills, Calif.  
Sullivan, Caleb K.  
Cazenovia, N.Y.  
Sullivan, Susan  
Windsor, Conn.  
Sultanik, Samuel  
New York, N.Y.  
Sussman, Edward A.  
New Haven, Conn.



Tannenbaum, Neil J.  
Great Neck, N.Y.  
Taylor, Joanne L.  
New Hyde Park, N.Y.  
Taylor, Robin V.  
Washington, D.C.  
Techapaibul, Adisorn  
Bangkok, Thailand  
Tenny, Amy Susan  
White Plains, N.Y.  
Thaler, Thomas W.  
Chestnut Hill, Mass.  
Thornton, John H., Jr.  
Newark, N.J.  
Thurmond, Katherine L.  
Little Rock, Ark.

Toberoff, Lisa  
New York, N.Y.  
Todd, Leslie K.  
Wendell, N.C.  
Toig, Bruce W.  
Pittsburgh, Pa.  
Tolcott, Michael B.  
Alexandria, Va.  
Tomlinson, Janis A.  
Andover, Mass.  
Tucker, Karen  
Washington, D.C.  
Turett, Neal A.  
Woodmere, N.Y.  
Turner, Amy B.  
Bronxville, N.Y.



Ulich, Thomas R.  
Sherman Oaks, Calif.  
Urdang, Elizabeth S.  
Lawrence, Mass.



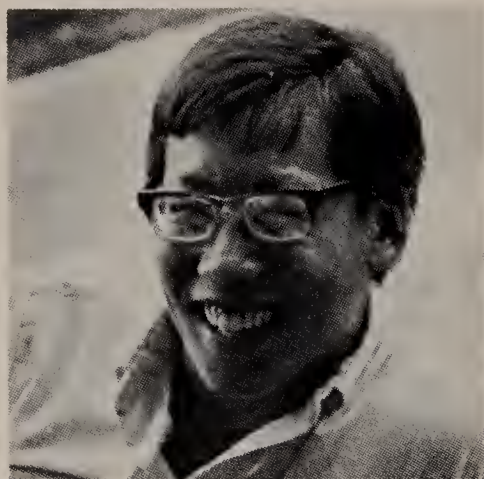
Velazquez, Jaime O.  
Colombia, South America  
Veronda, Christopher K.  
Topsfield, Mass.  
Victor, Elyse G.  
Newton Centre, Mass.  
Vire, Clarence G.  
Monticello, Ky.  
Vogler, Philip W.  
Bethlehem, Pa.  
Voorhees, Richard A.  
Rosebud, S.D.



Wachtler, Lauren J.  
Great Neck, N.Y.  
Wagner, Andrea J.  
Belmont, Mass.  
Wagner, Karen A.  
Harrison, N.Y.  
Wagner, Marta A.  
Mt. Penn, Pa.  
Walch, Gerald F.  
Boxford, Mass.  
Wald, Clifford L.  
South Orange, N.J.  
Waldman, Jack H.  
Metuchen, N.J.  
Walker, Sam S., Jr.  
Fort Bragg, N.C.  
Wallis, Pamela C.  
Skokie, Ill.  
Warner, Marjory S.  
Short Hills, N.J.  
Warner, Susan L.  
White Plains, N.Y.  
Warren, Emilie Y.  
Fayetteville, N.C.  
Wasserman, David T.  
Bridgeport, Conn.  
Watkins, Roland  
Norfolk, Va.  
Weaver, Sarah V.  
Montevallo, Ala.  
Weilburg, Jeffrey B.  
New Hyde Park, N.Y.  
Weiman, Patrice A.  
Pelham, N.Y.  
Weinberg, Neil A.  
South Orange, N.J.  
Weinerman, Lynne B.  
Hartford, Conn.  
Weisberg, William R.  
Beverly Hills, Calif.  
Wentz, Michael D.  
Lacona, N.Y.  
West, Glenn A.  
Princeton, N.J.  
Wham, William D.  
Centralia, Ill.  
White, Miriam B.  
Chevy Chase, Md.



Witham, William L.  
*Andover, Mass.*  
 Wiedemann, Harden H.  
*Dallas, Tex.*  
 Wilkins, Samuel R., Jr.  
*Little Rock, Ark.*  
 Wilkinson, Hugh M., III  
*New Orleans, La.*  
 Williams, Darrell L.  
*Newark, N.J.*  
 Williams, Thomas T.  
*West Haven, Conn.*  
 Willis, Erwin G.  
*Lake Charles, La.*  
 Wilson, Fletcher L.  
*Matthews, N.C.*  
 Wilson, Linda S.  
*Benkelman, Neb.*  
 Wincele, Steven B.  
*Yonkers, N.Y.*  
 Wittenstein, Andrew A.  
*Brooklyn, N.Y.*  
 Wohl, David R.  
*Elmira, N.Y.*  
 Wolak, William  
*Ridgefield, N.J.*  
 Wolk, Peter L.  
*West Orange, N.J.*  
 Wollum, Christine M.  
*Manitowoc, Wis.*  
 Wootton, Robert R.  
*Montrose, Pa.*



Zane, William M.  
*Brookline, Mass.*  
 Zawodni, James S.  
*Put-In-Bay, Ohio*  
 Zelermyer, Amy B.  
*Newton Centre, Mass.*  
 Ziegler, Robert I.  
*Beverly Hills, Calif.*  
 Zollner, Jennifer D.  
*Andover, Mass.*  
 Zweifler, Iris A.  
*Brooklyn, N.Y.*



Yalow, Elanna S.  
*Bronx, N.Y.*  
 Young, Myra  
*Crystal Springs, Miss.*  
 Young, Samuel D.  
*Layton, Utah*  
 Yuan, Frances  
*Newton Centre, Mass.*



<b>design</b>	David Schorr
<b>photographs</b>	Ed Bass
	David Smith
	Andrew Weltchek



## **The Andover Summer Session 1970**

### **Major Courses**

<b>Interdisciplinary</b>	Anthropology, Art and Philosophy of Communication, Modern War and Revolution, Literary Mirror of American History, Physics and the Computer, Poverty and Abundance, Origins of Western Civilization, Education in America: 1970, Satire
<b>Art</b>	Studio Art, Intense Sculpture Workshop
<b>Film</b>	The Art of the Film
<b>Drama</b>	Play Production
<b>English</b>	20th Century Literature, The Novel, Developmental Reading, Black Literature, Contemporary Literature, Modern European Literature, Creative Writing Workshop, Readings in Literature, Writing and Speaking
<b>History and Political Affairs</b>	Key Themes of United States History, The Emergence of Communist China, Black Man in White America, Great Men and Issues of History, Mid-Century USA,
<b>Languages</b>	French, German, Spanish, Russian, Latin, Greek
<b>Mathematics</b>	Modern Abstract Algebra, Advanced Topics in Mathematics, Modern Topics in Geometry, Probability, Analytic Geometry, Mathematics Problems,
<b>Music</b>	Instrumentation, Orchestration and Conducting,
<b>Philosophy, Religion and Ethics</b>	Philosophy, Search for a Meaningful Ethic in a Revolutionary Age
<b>Psychology</b>	Interpersonal Behavior, Origin and Development of Freud's Theory, Social Psychology
<b>Science</b>	Physics through Constants, Ecology, Stereochemistry, Advanced Chemistry, Advanced Biology

### **Minor Courses**

<b>Independent Study</b>	any field by application
<b>Art</b>	Art Studio
<b>History</b>	Black History, Vietnam in Historical Perspective, Ancient History
<b>Language Literature</b>	Individual Language Study, French, German, Russian, Spanish American Drama, Modern Fiction, Contemporary Literature, "The Way it is, Baby,"
<b>Mathematics</b>	Computer, Advanced Mathematics, Mathematics Problems, Logic, Sequences and Limits
<b>Music</b>	Baroque Ensemble, Voice
<b>Science</b>	Zoology, Chemistry,
<b>Other</b>	Analysis of Words, Typing, Social Psychology